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ABSTRACT

The purpose of the materials and experiences presented in this guide is to help preschool aged children develop healthful food habits through food and nutrition activities. Many of the materials may be familiar, but some original suggestions have been developed in response to contemporary nutritional issues, particularly television advertising and sugar. A wide variety of experiences have been included so teachers can select those most appropriate for their children. The majority of activities will be most appropriate for children three and four years old. The guide contains many ideas for involving parents. Activities are presented in four sections: Delicious Discoveries; Food for a Healthy You; Sweets Can Turn You Sour; and Television Tells It Like It Isn't. Each section represents one or more nutritional goals considered important by nutritionists, teachers, day care providers, and parents. Each section contains an overview followed by a statement of nutritional goals, a child-oriented planning chart, activities, and ideas for evaluation. The nutrition goals will not all apply to all children at any one time. The planning chart allows the teacher to select units in terms of several learner characteristics. Suggestions for involving parents is the last component within each of the activity sections. The evaluation section contains suggested techniques for assessing the nutrition outcomes. Additional sections list some nutritious recipes and snack ideas, resources, songs, puppet shows, and stories. Sample forms for planning additional activities and evaluation are included in the appendix. (Author/RH)

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Educator's Guide:

Food Experiences for Young Children

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The three components of the Early Childhood Nutrition Program are as follows:

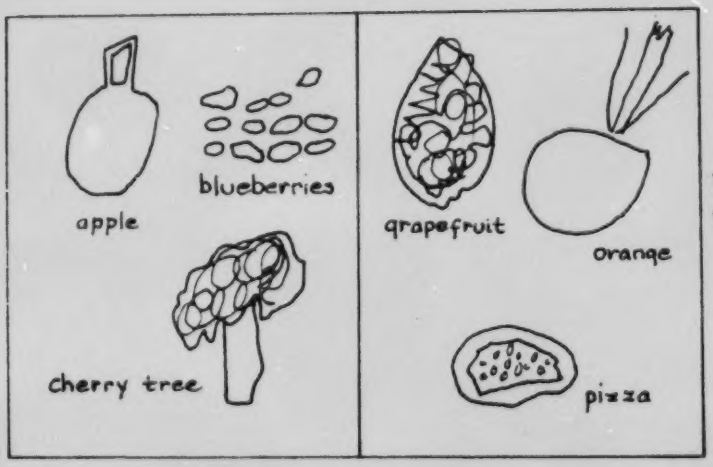
Educator's Guide: Food Experiences for Young Children

Nutrition Activities: Preschoolers and Parents

Early Childhood Educator's: Nutrition Handbook

Total $20.00
(including shipping)

Parents and Preschoolers: A Recipe for Good Nutrition (A Flip Chart)



The artwork on the cover was drawn by the afternoon class of the Cornell Nursery School.

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Introduction

Nutrition education during early childhood

The purpose of education is to allow and assist people "to live more effective, productive, and satisfying lives."[1] Since good health facilitates living a full and productive life, individuals should be taught positive health practices early in life. In the context of this program, good health means "optimal development and functioning rather than the absence of disease."[2]

One way to establish good health habits with preschoolers is through basic food experiences. This approach is particularly important since many people in this country eat a lot of highly processed convenience foods; children and adults often eat instant everything and on the run. Or they eat "convenience" foods while sitting in front of one of the most controversial inventions of this century, television. Advertising glamorizes poor eating habits and high-sugar foods. Since food habits that build good health are acquired, children (and adults) need to learn to make wise food choices.

Formal nutrition education should begin at the preschool level because early experiences with food lay the foundation for lifelong eating habits, nutritional awareness, and attitudes. Nutrition education has already begun in the home. Preschool programs can reinforce and supplement home-based education by working directly with children and by including parents in the educational process. It's better to lay a sound health foundation than to undo poor health habits.

As a subject, nutrition can be geared to the developmental needs of young children. Food and cooking, as aspects of nutrition, are two experiences that a young child can grasp. The world of food is a medium that is familiar and satisfying to a youngster. In most cases, children have come to "associate [things

[1]Exploring Foods With Young Children: A Recipe for Nutrition Education. Tallahassee: State of Florida Department of Education, July 1977, p. ii.
[2]Florence P. Foster, "Nutrition and Educational Experience: Interrelated Variables in Children's Learning," Young Children, June 1972.

like] warmth, love, acceptance, and satisfaction with the food they eat."[3]

Basic nutrition concepts—which foods are healthful, from which sources foods come, and which foods are needed for growth—are best learned by exploration and experimentation, the educational approaches usually used during the early childhood years. Preschoolers enjoy learning through real-life, "hands-on" activities such as cooking, growing, and eating food. Young children are active explorers of their world. Children have a drive for independence and mastery of the environment, and the only way of satiating this "explorer" instinct is to let children act on their world.

Since food, cooking, and nutrition have so much going for them, we should capitalize on their educational potentials. Limits are set only by the educator's willingness to get involved with nutrition and the child's interest and abilities.

Nutrition goals

In developing this guide, we asked parents and preschool educators from various locations within New York State to identify nutrition-related problems and needs of preschoolers in their areas. The priorities of these groups combined with the perceptions of nutritionists produced these general nutrition goals for children:

- Willingness to taste a wide variety of foods, particularly fresh vegetables and fruits.
- Awareness of the physical and sensory characteristics of food.
- Knowledge that food is important for life and that a healthy body needs a number of different foods daily.
- Ability to distinguish between healthful and nonhealthful foods regardless of foods' taste.
- Realization of the negative consequences of consuming large amounts of sugar.

[3]Nancy J. Ferreira. The Mother-Child Cookbook. Menlo Park, CA: Pacific Coast Publications, 1969, p. 3.

- Selection and enjoyment of low-sugar foods for snacks and meals.
- Skills and attitudes that facilitate the consumption of a nutritious diet: tasting, sitting at the table, chewing food well, eating in a slow and relaxed manner, enjoying and valuing mealtime.
- Skills to prepare and serve food: scrubbing, mixing, tearing, and pouring.
- Acceptance of rules and limits about eating, and cooking, and consideration of self and others.
- An attitude that demands verification of what is said and shown about food on television.
- Awareness of the negative aspects of excessive television watching.
- Knowledge that people of varied cultures, upbringing, and geographic location have varied eating patterns.
- Ability to distinguish the sources of many different foods.

Overview

This guide is intended to encourage flexibility and creativity in the classroom. It is not a prescription for teaching. Our hope is that teachers will view it as a stepping-off point, a resource for creating appropriate means for teaching their classes about nutrition and good health. Our main purpose was to gather and present in some detail materials and experiences to help children develop healthful food habits through food and nutrition activities. Many of the materials may be familiar, but some original suggestions have been developed in response to contemporary nutritional issues, particularly television advertising and sugar.

We hope diverse audiences will use this guide. However, some activities appropriate for an urban child may have little meaning for a child from a rural area. Some groups of children will have had more food experiences and will find certain activities uninteresting. We have, therefore, included a wide variety of experiences so teachers can select those most appropriate for their children.

The majority of activities will be most appropriate for three- and four-year-old children. Activities that might be most successful with two-year-olds involve pretend play, stories, simple food preparation (like stirring and mixing), and examining different foods. Most two's have difficulty sharing and engaging in group activities.

Three-year-olds tend to personalize things. Relating activities to themselves and their families might help them be successful. Repetition, even of the exact same activity, is enjoyed by three-year-olds.

Four-year-olds can do more complicated food preparation. They are becoming concerned with their appearances and enjoy copying adults.

Five-year olds will be able to do most activities suggested in the guide. For example, some of the more advanced activities in the television unit might be most successful with the five-year-olds. They are becoming more independent and enjoy asserting this independence.

In this guide are a lot of ideas for involving parents. Because young children copy their parents' attitudes and behavior, any program that seeks to enhance a child's life should include parents in the learning process.

There are four sections of activities in this guide: Delicious discoveries; Food for a healthy you; Sweets can turn you sour; and Television tells it like it isn't. Each section represents one or more nutrition goals considered important by nutritionists, teachers, day care providers, and parents. Many of the goals and some activities suggested in one unit may be appropriate for another unit. Each activity, in addition to its nutrition goal, can be used to assist in cognitive, physical, social, and emotional learning.

Each section contains an overview followed by the nutrition goals, a child-oriented planning chart, activities, and ideas for evaluation.

The **nutrition goals** will not all apply to all children at any one time.

The **child-oriented planning chart** allows the teacher to select a unit based on observations she has made of children's behavior, needs, preferred modes of learning, other observed interests, or type of activity desired.

Activities within a section are listed with the appropriate page numbers at the beginning of the unit. When the suggested activity relies on resources not easily available, the poem, story, or activity guide is included within that section or in the separate section on stories and puppet show. Supplementary resources such as **The Mother-Child Cookbook** and **Creative Food Experiences For Children** are listed in the resource section. When choosing foods for activities, please try to select nutritious food. Foods high in sugar, fat, or salt should be avoided. "Involving Parents" is the last component within each of the activity sections. Educators are directed to **Nutrition Activities: Parents and Preschoolers** for a parent information sheet, a recipe, and three activity sheets that can be sent home from school with the children.

The **evaluation** section contains suggested techniques for assessing the nutrition outcomes. They include observation tools and additional activities that can be conducted to assess children's progress toward certain goals.

Additional sections list some nutritious recipes and snack ideas, resources, songs, puppet shows, and stories. Sample forms for planning additional activities and evaluation are also included in the appendix.

Implementing a food & nutrition program

Selecting an activity

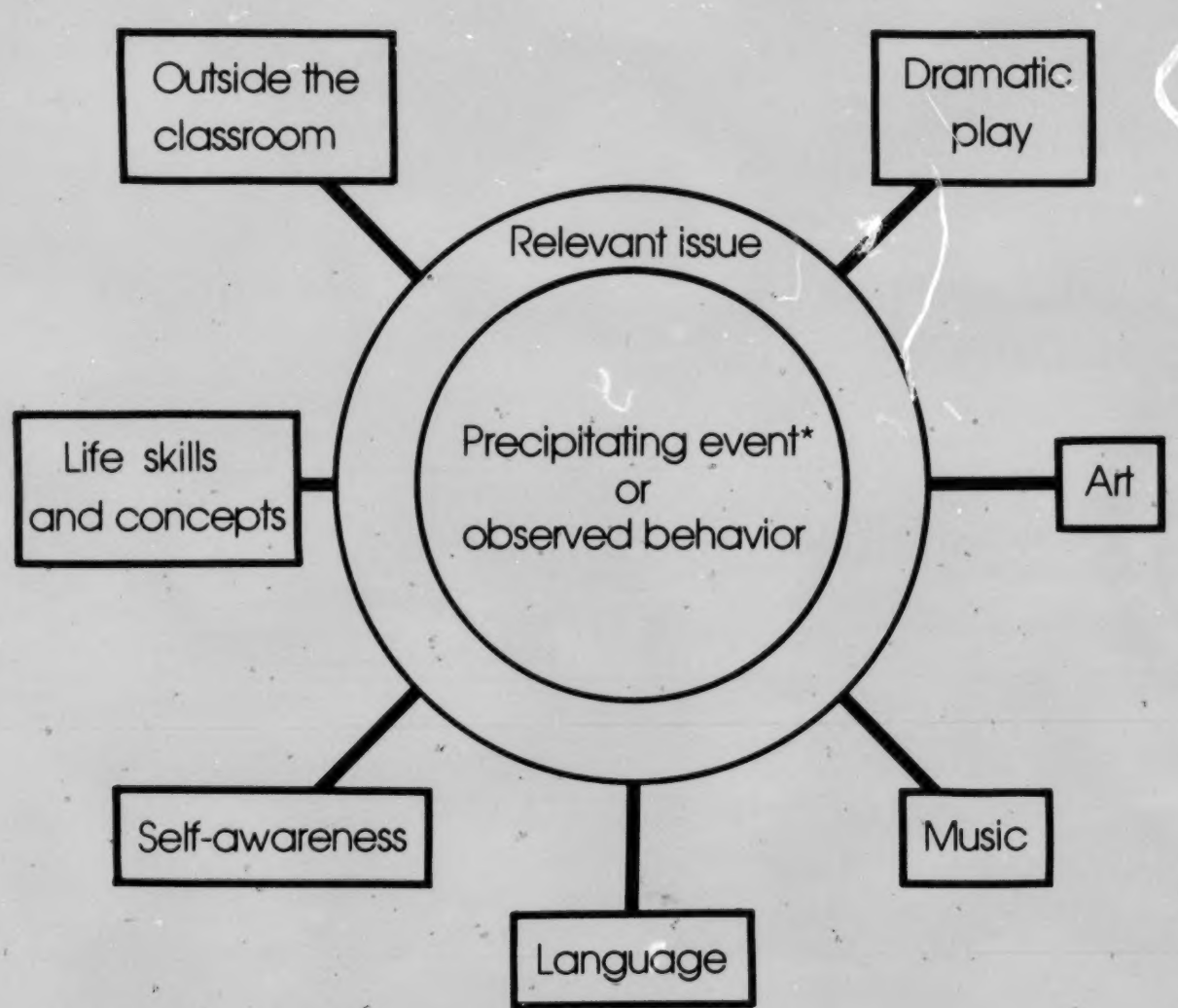
Using the child-centered planning chart, we emphasize observation of children's needs and interests and suggest learning experiences that coincide with them. Teachers may plan around certain predictable events of interest that occur each year: holidays, the seasons, vacations, and community-sponsored events. A teacher can use them as lead-ins to the activities in this guide and in planning additional activities. By taking advantage of seasonal changes and books like **Growing Up Green** by Skelsey and Huckaby, a teacher can set the whole class to exploring foods—examining, growing, eating, and learning about their healthful aspects. She or he can take the class on walks through fields and gardens. They can visit a farmers' market and discover the wonders of fresh fruits and vegetables. The class may then return to school and grow some of the things they've seen. As harvesttime approaches, they can search for recipes and plan ways to cook the food.

By asking parents, looking in books, and so on, teachers can discover other appropriate holidays for their classes, such as Chinese New Year. Holidays are wonderful opportunities to explore other cultures and new foods.

Planning additional food experiences

Joan M. Bergstrom in her book, **Teaching Young Children,** points out that there are an unlimited number of subconcepts teachers can consider as they plan learning experiences for children. As part of the planning process, then, teachers can develop charts that represent the range of learning experiences related to a specific concept. We suggest that you use charts

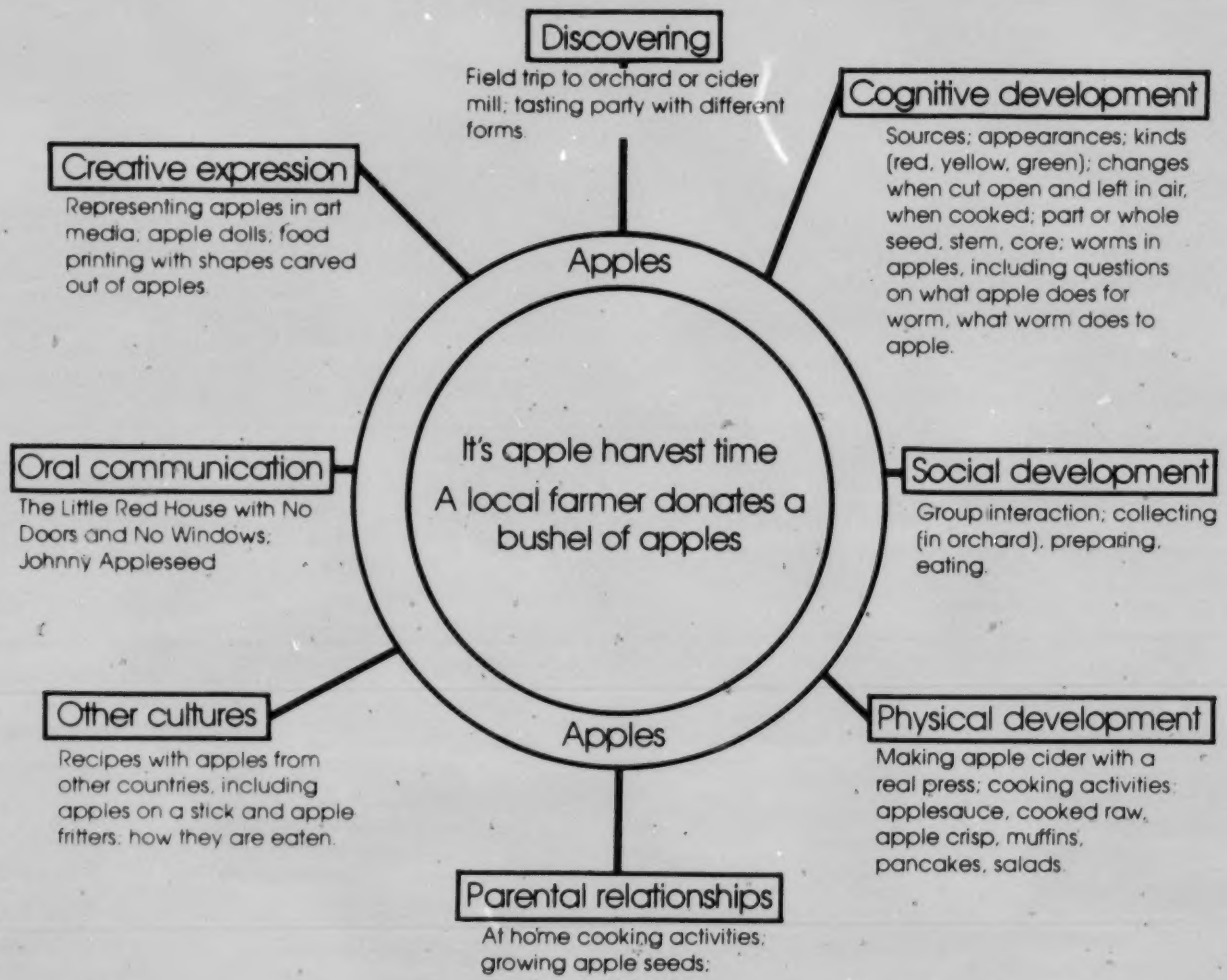
Planning chart #1



*A precipitating event can be a

- concept
- skill
- attitude
- material
- event
- mode of expression

Planning chart #2


Discovering
Field trip to orchard or cider mill; tasting party with different forms.
Cognitive development
Sources; appearances; kinds (red, yellow, green); changes when cut open and left in air, when cooked; part or whole seed, stem, core; worms in apples, including questions on what apple does for worm, what worm does to apple.
Creative expression
Representing apples in art media; apple dolls; food printing with shapes carved out of apples.
Apples
It's apple harvest time
A local farmer donates a bushel of apples
Apples
Oral communication
The Little Red House with No Doors and No Windows; Johnny Appleseed
Social development
Group interaction; collecting (in orchard), preparing, eating.
Other cultures
Recipes with apples from other countries, including apples on a stick and apple fritters; how they are eaten.
Physical development
Making apple cider with a real press; cooking activities: applesauce, cooked raw, apple crisp, muffins, pancakes, salads.
Parental relationships
At home cooking activities; growing apple seeds; assisting on field trips.

and develop your own diagrams to illustrate a concept and the related subconcepts and learning experiences.

An example of a chart is presented here to facilitate planning (see chart #1). This chart takes on the appearance of a wheel with a hub and several spokes extending outward from it. In the hub's center is the behavior the teacher has observed that indicates the child's interest or need. It is called a precipitating event. Around this is the specific concept, skill, attitude, material, or event on which instruction will focus.

The spokes from the hub show how the teacher conceptualizes what he or she does each day in the classroom. We have included seven spokes under which we have listed specific knowledge and activities. We think this conceptualization can be used in most charts, but encourage expansion or subdivision of the categories as the need arises. For example, please scrutinize the chart on apples and consider what you might add or change (see chart #2).

In the appendix are blank child-centered planning charts to use with a copy of a planning guide that Bergstrom suggests is helpful in organizing resources and planning individual learning experiences.

Expanding food experiences

There are three basic ways to expand classroom food experiences: bring things and people in, move the children out, and rearrange what's already in the classroom.

Include parents by asking them to lead or assist with classroom activities when possible. This might be especially appropriate when introducing cultural aspects of eating and nutrition. Consider bringing in "professionals" to do demonstrations; for instance, a Japanese waiter willing to demonstrate his or her preparatory finesse to the children. Make sure whomever you bring in understands children's interests and abilities.

Most communities have many appropriate places to take children on field trips. It is important to arrange the trip ahead of time. Generally, people are happy to

accommodate groups when approached positively with the idea that they have something unique to contribute. It is helpful to specify what would be appropriate for the group to see and hear. Try going to a farm, a supermarket, a restaurant (to see the kitchen and operation), a community garden, the bagel shop, and so on.

Organization of food activities

Throughout this guide, we have suggested providing an atmosphere that is relaxed, flexible, and that encourages exploration, risk-taking behavior, and discovery on the part of the children. One excellent way to achieve an optimal learning atmosphere is to provide a low child to adult ratio. One adult to every two or three children is ideal, but five to eight children might be manageable. One way to achieve this ratio is to enlist volunteers into the program. Call on parents, teenage siblings, other relatives, and people in the community to help. Everyone benefits when the volunteers are interested and competent. In **The Mother-Child Cookbook,** Chapters 3 and 4, Ferreira provides a more detailed discussion about program organization.

The educator conducting the activity should always try it out before presenting it to the children. This will help the educator to:

- be comfortable with the procedure and required materials;
- know what to expect;
- make sure the recipe is correct or the product is a success or to be aware of any necessary adaptations to be made, such as increasing amounts;
- discover the best way to present the activity based on the children's ability and the materials available.

In setting up cooking activities, choose a work space easily accessible to all children in the program so everyone can observe what is happening. Encourage the children to come to cooking, but allow them to come and go as they desire. A forced activity is never successful. The process of doing the food activity is more important than the finished product. Preparing foods from scratch rather than using convenience foods or mixes will provide more opportunities for involvement and learning. Even if the child participates in only a part of the activity he or she will learn. The chance to include all the children in one activity comes at snack time.

We emphasize an organization based on ability rather than age because children of the same age have a wide range of abilities. Considering age only places unfair limitations on those younger children who are capable beyond their years. It is also limiting to the older child who may need extensive practice and repetition. Children can and do learn from each other. Peer learning is facilitated when groups consist of children with mixed abilities; a more capable child can show another one how to do something while the teacher is otherwise occupied.

Recipe presentation for young children

There are many ways to present recipes and cooking activities. Usually the activity itself will suggest a way. Often a presentation can be varied to suit a large or small group, working space, or substitute materials. You may want to try some of the following:

1. Full-color posters illustrating each successive step;
2. Side-by-side illustrations of ingredients and utensils;
3. Pictorial recipes standing on hinged cards or easels;
4. A recipe recorded on a tape with a pause after each step allowing people to follow directions.

After children become familiar with recipes as directions for making something, the educator might suggest that they create their own recipes for foods made at home. These can be dictated for the teacher to write. The children then may want to illustrate their recipes. The educator may want to compile the recipes into a book for children and parents. One teacher, Jane Martel, published her class's recipes in **Smashed Potatoes,** a very humorous book.

Equipment: What's needed and how to use it

The educator must gather the necessary equipment—all in proper working order. There should be enough to accommodate all the children involved at any one time and it should be organized in a manner to facilitate its use. Children can learn to use complex and potentially dangerous tools responsibly if they are shown how. Teachers must feel comfortable with cooking tools and should use them skillfully. Dramatizing minor cuts or scrapes may cause anxiety in children. Depending on the age of each particular child, he or she can become quite skilled after just a few demonstrations and chances to practice. Introduce each piece of equipment carefully. Start with the basics: what it is, how to hold it, what it does. Explain the why of the procedure —that is, we peel with the peeler moving away from our fingers so we don't scrape our skin off. Prior to the food preparation explain safety rules and how the activity is to proceed.

The following equipment and utensils will be useful in a wide variety of cooking and nutrition activities with young children.

Utensils
Pancake turner*
Slotted spoons*
Wooden spoons*
Wire whisk
Rubber spatula*
Bread knife*
Sharp knives
Plastic knives*
Apple corer*
Vegetable peeler* (wide-handled kind easier to use)
Can opener
Rotary eggbeater*
Grater
Scissors
Vegetable scrubber
Mixing bowls
Juicer
Strainer
Food mill
Food grinder
Colander
Plastic liquid measuring cup
Dry measuring cups
Measuring spoons
Plastic pitcher
Cutting board
Potholders*
Containers for storing

Miscellaneous
Aprons or smocks

Cooking
Hot plate
Stove
Electric fry pan
Double boiler
Large frying pan
Sauce pans
Large stockpot
Griddle

Baking
Toaster oven
Oven
Portable electric oven
Cookie sheet*
Muffin pan
8" square pan
Loaf pan
Casserole dish
Cake tester
Rolling pin*
Biscuit cutter*

Special equipment
Wok
Waffle iron
Yogurt maker
Hand-crank ice cream maker
Popcorn popper
Barbeque grill, hibachi

Cleaning up
Sponges*
Dish rack
Detergent
Pot scrubber

*At least three of each of these items

Tying it together

An opportunity to include all children in one food activity occurs at snack or mealtime. The adult can lead an informal learning experience by discussing the snack or meal and its preparation.

Since eating is the basis of good health, it is vital to make the eating part of any program as pleasant and stress-free as possible. If meal and snack times are presented in a warm, relaxed, accepting climate, each child's eating experience will be enhanced. If children are comfortable and calm they will learn more readily and be more adventurous in trying foods. The eating time is excellent for sharing thoughts, feelings, and talk about the importance of eating foods that are "good for you."

Use these times to help children understand and accept that people eat different foods for various reasons. For example, if a child were allergic to several foods, a teacher might have everyone try some of his or her nonallergenic or other special foods.

Evaluation

Educators often want to know what is happening with the children as a result of various educational programs. We believe that observing children's food behavior will give insight into a child's progress. We have developed an observational tool that may be useful in following each child through different stages of the nutrition program. (See the following form: an additional form for duplication is in the appendix.) In addition, within each unit we have provided supplementary evaluative activities for the specific goals addressed within the unit.

Food-habits observation tool

Child's name _____

Date _____

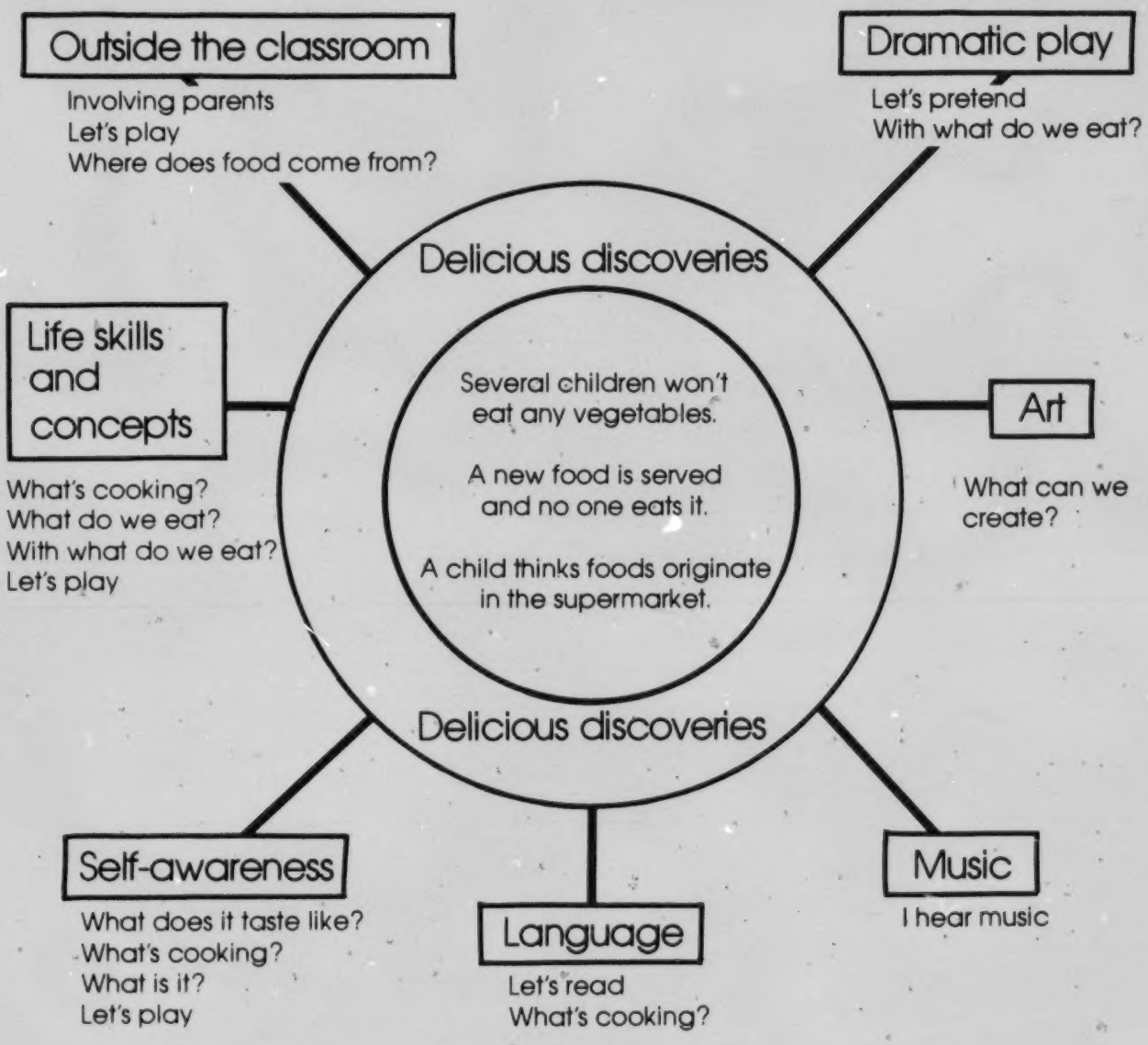
	Most of the time	Sometimes (half the time)	Rarely (once in a while)	Never
Participates in food activities				
Follows directions and rules during activities				
Will take turns				
Demonstrates appropriate food preparation skills				
Demonstrates appropriate eating behavior (chews carefully, sits at table)				
Asks for a variety of foods				
Asks for snack foods that are low in sugar				
Tastes foods that are offered				
Eats food presented at mealtime				
Eats vegetables				
Refuses specific types of nutritious foods				
Eats snacks				
Tolerant of different eating patterns				
Talks about television				
Shows a positive attitude about food and food activities (saying things like: it's fun, this is yummy, when's lunch, I like this)				

Unit 1 Delicious discoveries

Unit 1 capitalizes on the young child's interest in the world around him or her. It focuses on presenting a wide variety of foods to children to help them develop a positive attitude toward eating an appealing assortment of nutritious foods. A second focus of the unit is creating an awareness of the physical and sensory characteristics and origins of food. In addition, this unit seeks to help children develop skills in preparing and eating foods.

Nutrition goals for children

- Willingness to taste a wide variety of foods particularly fresh vegetables and fruits.
- Awareness of the physical and sensory characteristics of food.
- Skills and attitudes that facilitate the consumption of a nutritious diet; tasting, sitting at the table, chewing food well, eating in a slow and relaxed manner, enjoying and valuing mealtime.
- Skills to prepare and serve foods: scrubbing, mixing, tearing, and pouring.
- Acceptance of rules and limits about eating, and cooking and consideration of self and others.
- Knowledge that people of varied cultures, upbringing, and geographic location have varied eating patterns.
- Ability to distinguish the sources of many different foods.


Outside the classroom
Involving parents
Let's play
Where does food come from?
Dramatic play
Let's pretend
With what do we eat?
Delicious discoveries
Several children won't eat any vegetables.
A new food is served and no one eats it.
A child thinks foods originate in the supermarket.
Delicious discoveries
Life skills and concepts
What's cooking?
What do we eat?
With what do we eat?
Let's play
Art
What can we create?
Self-awareness
What does it taste like?
What's cooking?
What is it?
Let's play
Language
Let's read
What's cooking?
Music
I hear music

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Activities

Let's read

1. **Stone soup,** Marcia Brown, Charles Scribner & Sons.
   - Read the story, show the filmstrip, or use the flannel board.
   - Prepare the soup using fresh, frozen, and/or canned vegetables (see recipes for vegetable suggestions).
     —Wash, then cut, then cook the fresh vegetables.
   - Serve the soup for a snack or part of a meal.
   - Conversation:
     —How did the soldiers trick the villagers?
     —Name the vegetables as you prepare soup.
     —Count each vegetable as it's put into the soup.
     —Discuss the different sizes, shapes, colors of the vegetables.
     —Can we eat the stone?
     —Count how many people are to be served the soup.

NOTE: Stone soup may be too complicated for three or four year olds — Consider making vegetable soup without reading the story or using the stones.

2. **Bread and jam for Frances,** Russell Hoban, Harper and Row
   - Read the story.
   - Spread jam on bread for a snack.
   - Conversation:
     —What happened to Frances?
     —What would it be like to eat one food all the time?
     —What do you like to eat? (Keep a list and include some of those foods in the tasting party suggested below.)

What does it taste like?

1. **"A Matter of Taste" by Eve Merriam.**
   - Read the poem, or sing the song.

What does your tongue like the most?
Chewy meat or crunchy toast?
A lumpy bumpy pickly or tickly pop?
A soft marshmallow or hard lime drop?
Hot pancakes or a sherbert freeze?
Celery noise or quiet cheese?
Or do you like pizza
More than any of these?

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2. **How does it taste?**
   - Introduce foods **with** vocabulary words to describe their tastes, textures, and temperature.
   - Sample foods (avoid highly sugared foods) The object is for children to begin to describe and differentiate but not necessarily distinguish between subtle differences in taste or texture.

sweet—banana
sour—lemon, grapefruit
salty—salt, salty nuts, pickles

bitter—cocoa powder
smooth—peanut butter, yogurt
chewy—prune
dry—cracker
crunchy—toast
crispy—apple
juicy—plum, watermelon
lumpy—oatmeal
cold—milk
hot—soup
solid—cheese
liquid—water

3. What makes us taste?

- Let children taste and try to identify familiar foods while blindfolded and nose is held closed. The foods could be apples, green peppers, carrots, onions, potatoes.
- Discuss smells; read **Sniff & Tell Riddle Book** by Roy McKie, Random House.
  —Identify mystery smells with eyes closed. Examples are vanilla, chocolate, coffee, onion, bacon, strawberry, lemon.

4. Tasting

- Have a tasting party (encourage the children to try the foods but do not force them); choose a type of food and have different kinds of fruits, vegetables, cheeses, or beans available. Consider making a dip (see recipe section) for the vegetables and crackers or salt-free pretzels for the cheese.
- Taste (and prepare) different forms of the same food; for example:
  —apples: raw, dried, applesauce, baked apple, apple jelly, apple butter, juice, cider, freeze-dried apple
  —milk: buttermilk, skim milk, yogurt, cottage cheese, cheese
  —carrot: raw, cooked, pureed, grated, juice
  —grapes: juice, raisins, jelly
  See recipe section for preparation ideas for above.

What do we eat?

1. Is it food?

- Show pictures, food models, or real objects and have children categorize what is food and nonfood.
  - —Ask children to suggest additional foods and nonfoods.
- Conversation
  - —What do we eat?
  - —What don't we eat? Why?

What's cooking?

Shopping, preparing, and eating experiences are excellent opportunities to learn math and science concepts and to develop language skills and physical coordination.

Count everything. Peel fresh oranges and count the seeds and sections. Open fresh pea pods and count the peas within. Count utensils, people, snack materials.

When measuring, stress the importance of having the correct amount of ingredients when cooking; use big, clear, plastic measuring utensils with children. Give them repeated measuring experiences.

Weigh foods when shopping. Bring food scales or balances into the class. (The kitchen probably will have one.) Talk about weight and balance. Pose problems—how can I make this side the same as that one? Which is heavier? Lighter?

Emphasize the new vocabulary words, colors.

Discuss changes in foods from raw or frozen to cooked or spoiled.

Discuss sequencing of events while preparing a recipe or when shopping.

Clean up is another part of cooking activities that develops physical coordination.

1. Shopping

- Shop for the foods you are going to prepare; bring a small plastic shopping cart to the supermarket.

2. Preparing

- (See recipe section for selected recipes listed below and the resource section for recommended cookbooks.)

Bread, rolls, or muffins — Let each child shape his or her own. Start with wheat berries and grind your own flour.
Applesauce, cooked or uncooked
Pizza
Fruit kabobs
Peanut butter
Orange juice from oranges
Vegetable salad
Soup
Tacos
Popcorn

3. Eating

- Let's have a picnic (inside or outside), meal, or snack.
  - —What shall we eat?
  - —Where do we get the food?
  - —How do we prepare it?
  - —Prepare some of the foods for the meal or picnic.
  - —Invite some parents, friends, or siblings to participate.

- What do they eat in China, Japan, Mexico, Spain, Greece, India, or Africa? (See **A Child's Cookbook** for additional recipe ideas.)

What is it?

1. Mystery box

- Take a large oatmeal box without the top and cover it with material that extends above the opening. Place a lace or elastic at the top of the material so that the opening is adjustable. Decorate the box. Place fresh fruits and vegetables inside. Have child reach in and feel the food. (A paper bag can substitute for a feely box – there are many ways to create one.)
- Conversation
  - –What is the shape?
  - –Guess what color it is.
  - –What is its name?
  - –How do you think it tastes?

2. To the market

- Take a trip to the supermarket, farmers' market, meat or fish market.
- Conversation
  - –What is this? Name the food.
  - –What color is it?
  - –How does it taste?
  - –Where does it come from?

Where does food come from?

1. Garden

- Visit a garden, orchard, or farm; grow a garden; have a windowsill garden, plant seeds on sponge (see appendix for hints on plant growing).
- Point out that some foods are fruits, roots, stems, or leaves. A puzzle or flannel board can reinforce this idea.

- **Growing Up Green**, Skelcey and Huckaby, Workman Press, has many suggestions for growing activities. Additional references are listed in the resource section.

2. **Harbor**
   - Visit the harbor when the fishing boats come in.
3. **Stories about where food comes from**
   - Read:
     - —**My Friend the Cow**, National Dairy Council
     - —**The Carrot Seed**, Ruth Krauss, Scholastic Book Service
     - —**More Potatoes**, Millicent Selsam, Harper and Row
     - —**Apples**, Nonny Hogrogian, The MacMillan Company
     - —**Pancakes, Pancakes**, Eric Carle, Alfred A. Knopf
     - —**Pickles Don't Grow Off Trees**, Lois Morton, Random House
   - Prepare or taste some of the foods

With what do we eat?

1. **Utensils**
   - Have different eating utensils available.
     - —Name them; describe them.
     - —Discuss what you do with them, for example, cutting, drinking.
     - —Act out how to hold and use them.
   - What do people from other countries use?
     - —Encourage the children to try to use some of the following methods:

       chopsticks—China and Japan
       fingers—India

       (Use pieces of food that are easy to pick up with chopsticks, for example, bean sprouts, slices of meat, or vegetable chunks. Sprout mung beans and eat them plain, with a salad dressing or with stir fried vegetables; see recipe section.)

What can we create?

1. **Designs**
   - Use foods to create designs. (Please don't waste food; encourage children to eat the results.) **NOTE:** Some parents may object to children playing with food.
2. **Drawings**
   - Draw a food that is green or round or delicious. (Don't worry if children don't do it accurately.)
3. **Placemats**
   - Cut out pictures of foods or draw pictures of foods.
   - Glue on paper or cardboard and laminate with clear plastic.

Let's play

1. **Who has the orange?** (A take off on "Doggy, doggy who has the bone?")
2. **Hot potato** (with a potato)
3. **Play food bingo or tic tac toe** (use only nutritious foods)
   - Make cards with drawings or pictures of foods.
   - Pick real foods or pictures out of a box.
   - First one to get a straight or diagonal line yells "yummy."

Let's pretend

1. **Kitchen corner or store**
   - Encourage the children to play with the equipment or act out shopping trip.
2. **Vegimals and puppets**
   - Have vegimals (furry stuffed fruits and vegetables) around for children to explore. Vegimals are made by Freemountain Toys, Inc. and The Vegimals; At the Vegimill; Bristol, VT 05443.

- Make food puppets or use vegimals and guide the children in developing dialogue about what it's like to be a carrot, apple, fish (see recipes for puppets).

3. Movement

- Be yeast and make bread rise; be popcorn popping or peas growing.

I hear music

1. Sing songs

- Make up songs about food using familiar tunes.
- Sing songs (see songs about food section).
  —"Nipa Hut," "Eating Goober Peas," "A Song of Bread," "The Mill," "Aiken Drum."

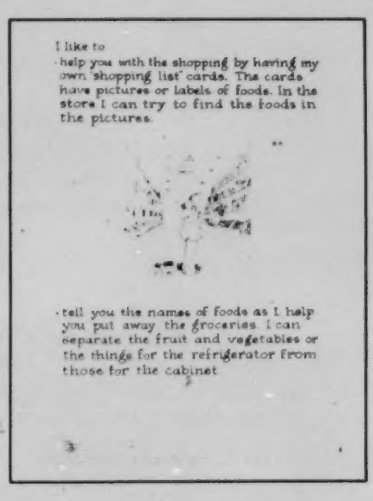
2. Food as musical instruments

- Shake gourds with dry seeds, like a rattle.
- Blow in the tops of bottles that have different amounts of liquid in them.
- Use whole walnuts like cymbals.
- Shake corn kernels in a jar, bag, or box.

Involving parents

The following sheets form **Nutrition Activities: Parents and Preschoolers** can be used to reinforce the activities introduced in this unit. They may be sent home with the children or given to parents at a meeting or workshop.

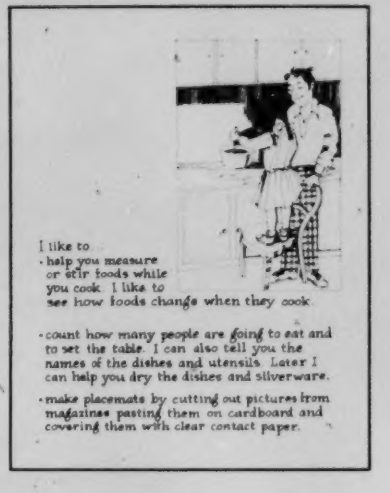
1. **Information Sheet**—"Food Habits Start Young"
2. **Recipe**—Melted Cheese Chews
3. **Activity Sheets**—For this unit, the appropriate activity sheets are the three immediately following the recipe for Melted Cheese Chews.



I like to

- help you with the shopping by having my own 'shopping list' cards. The cards have pictures or labels of foods. In the store I can try to find the foods in the pictures.

- tell you the names of foods as I help you put away the groceries. I can separate the fruit and vegetables or the things for the refrigerator from those for the cabinet.



I like to

- help you measure or stir foods while you cook. I like to see how foods change when they cook.

- count how many people are going to eat and to set the table. I can also tell you the names of the dishes and utensils. Later I can help you dry the dishes and silverware.

- make placemats by cutting out pictures from magazines pasting them on cardboard and covering them with clear contact paper.

I like to

- tell you if a food tastes sweet, sour or salty. I can also tell you the shape and color. I like to guess the name of a food by touching it with my eyes closed.

- make a picture list of the fruits and vegetables. Each time I eat one I can put a star or smiling face next to the picture. I can hang it on the refrigerator so I can see all the new foods I eat.

Evaluation activities

1. Given a tray of foods or pictures of foods, the children can group foods according to some meaningful classifications. For example, a child might pick up an onion and a potato and put them in a group because they are round, firm, and brown; group carrots and string beans together because they are long and rather skinny; group oranges and carrots together because they are both orange; group mashed potatoes and applesauce together because they are both soft and mushy.
2. Children use vocabulary words such as soft, hard, round, bumpy, runny, sour, and sweet to describe foods.
3. Children can name foods that were once unfamiliar to them.
4. Children can look at pictures of foods or utensils and identify those fairly common in American eating (potatoes) and those more common in the diets of other cultures (tacos).
5. Children can give examples of the kinds of foods that classmates from different cultures eat (especially at holiday times).

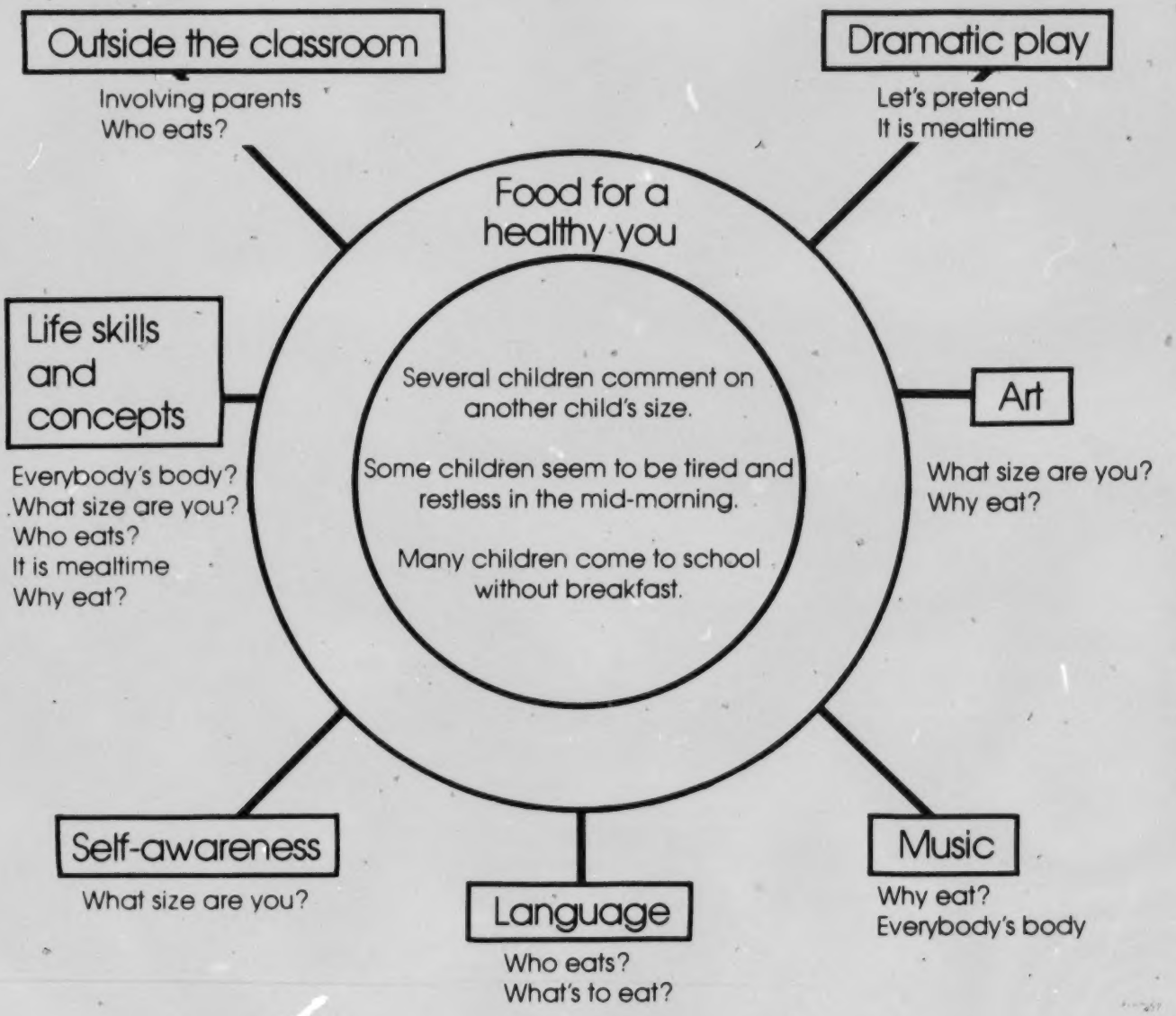
   Some possible negative side effects or unintended, undesirable learnings: although the teacher stresses the notion that to be different is not inferior or bad, some children may be intolerant of people with different backgrounds.
6. Children can state the sources of various foods like meat, eggs, cheese, carrots, bread, and so on.
7. Children can group pictures of food, plastic foods, or real food based on their sources. For example, those that grow on trees; those from animals; those found in water; those that are plant or animal are logical groupings by source.
8. Children can recognize funny statements about where food comes from as in a story or a picture or a conversation. "I was walking to school and saw a potato tree and picked these potatoes for our soup today." "I was fishing the other day and I caught a hamburger."

Unit 2
Food for a healthy you

At this stage in their development, children become very interested in their bodies and their growth. Unit 2 focuses on the relationship of eating to growth and health. The role of food in body functioning is explored. Children are helped to distinguish between nutritious and nonnutritious foods. Some of the harmful effects of being overweight or eating lots of sugar are discussed. Through activities, meals, and snack-time food choices children will be exposed to a variety of foods.

Nutrition goals for children

- Willingness to taste a wide variety of foods.
- Knowledge of why food is important for life and why a healthy body needs a number of different foods daily.
- Ability to distinguish between healthful and nonhealthful foods regardless of the foods' taste.
- Realization of the negative consequences of consuming large amounts of sugar.
- Selection and enjoyment of low-sugar snacks and meals.
- Skills and attitudes that facilitate the consumption of a nutritious diet; tasting, sitting at the table, chewing food well, eating in a slow and relaxed manner, enjoying and valuing mealtime.


Outside the classroom
Involving parents
Who eats?
Dramatic play
Let's pretend
It is mealtime
Food for a healthy you
Several children comment on another child's size.
Some children seem to be tired and restless in the mid-morning.
Many children come to school without breakfast.
Life skills and concepts
Everybody's body?
What size are you?
Who eats?
It is mealtime
Why eat?
Art
What size are you?
Why eat?
Self-awareness
What size are you?
Language
Who eats?
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Why eat?
Everybody's body

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Good foods for grow power, a Munch puppet activity 40
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Everybody's Body

1. **Body parts**
   - Discuss the parts of the body using a puzzle or poster.
   - Read **My body—How it works**, by Waston, Switzer, and Hershberg, Golden Press.
     —Discuss what parts of the body are for: legs for walking, eyes for seeing, mouths for eating, teeth for chewing.
   - Develop a poster with flaps that show heart, stomach, bones, etc.
2. **"Mouths"** by Dorothy Aldis
   - Read the poem

     I wish I had two little mouths
     Like my two hands and feet—
     A little mouth to talk with
     And one that just could eat.
     Because it seems to me mouths have
     so many things to do—
     All the time they want to talk
     They are supposed to chew!

     Reprinted with permission from G. P. Putnam's Sons.
3. **"Simon Says"** or **"Head, Shoulders, Knees, and Toes."**
   - Play the game or sing the song.

Why eat?

1. **"The Ernie Energy puppet show"** (See section with stories and puppet shows for script).
   - Discuss what things the children like to do and for which they need energy.
   - Reinforce that food gives us energy and that breakfast, lunch, and dinner are important times set aside to eat food.
2. **What size are you?**
   - Measure each child and record the height. (Use **The Cat In The Hat Grow Chart** by Dr. Seuss, or make your own).

3. **What shape are you?**
   - On roll paper have a child lie down; another child traces the outline, and each child paints in his or her body.
     —Compare different sizes and shapes; small, tall, thin, fat, short.
4. **Bodies** by Barbara Brenner, E. P. Dutton
   - Look at the book

5. **"Good foods for grow power"; A Munch puppet activity by Shirley Jones.**
   - Use a puppet with a body that fits over the arm (like a sock) and can be bunched up and then stretched out (see directions for making a Munch puppet in recipes for puppets section).
   - Cut out pictures (magazine pictures and food labels) of all types of food, for example, healthy and empty-calorie foods. Make sure they will fit into the puppet's mouth. Laminate with clear contact paper.
   - Tell the children about your friend Munch who loves to eat. He is special though because he eats only certain kinds of food. He won't eat foods that aren't good for him (high in sugar and empty-calorie foods like candy bars, soda pop, potato chips, sweets—in other words, junk foods).

- Then pass out pictures to the children making sure they get at least one nutritious and one junk food. Then ask them to feed Munch. They can first tell him what they have to give him and ask him if he'll eat it. If it's nutritious he will. They can put the food in his mouth as he explains that he loves carrots, that "they are crunchy," "good for my eyes," or "help me grow". Then stretch his body up over your arm a short distance to demonstrate that he is growing.
- If they offer junk food, he won't eat it. Munch always explains why — it is "bad for my teeth," or "it will give me cavities" — and asks if they have something else he might try. Make sure each child gets a chance to feed him and that they are free to guess beforehand what he'll eat and why.
- This activity needs to be well-structured for the youngest children.

6. Food keeps you healthy

- Conversation about what foods are good and what they do for the body:
  - —Good foods make bones, teeth, blood, hair, skin, and muscles healthy.
  - —Milk and milk products contain vitamins and minerals for teeth and bones.
  - —Green and orange vegetables contain vitamins that help you see in the dark. Let children look in a dark box or a closet to find out whether they can see the objects in it.
  - —Fruits like oranges, grapefruits, and lemons contain vitamins that help heal cuts.

Who eats?

1. Animals eat

- Read **Is This My Dinner?** by Irma Black, Albert Whitman & Co.
- Visit the zoo or farm at feeding time.
- Make food for birds and put in a feeder in the school yard.
- Keep a pet fish, rabbit, hamster, bird, etc.
  - —Discuss how they also need to eat everyday.

2. **Plants eat**
   - Grow plants from dried lima beans, sweet potato, vegetable or flower seed, etc. (see appendix for plant growing activities).
     —Measure the growth.
     —What happens if you don't water a plant?

What's to eat?

1. **Let's Eat**, Gyo Fujikawa, Zokeisha Publications.
   - Read the story.
   - Conversation
     —What foods do you like to eat?
2. **Please Don't Feed Horace**, Miriam Young, The Dial Press.
   - Read the story.
   - Discuss what happened to Horace.
     —Why did he get sick?
     —How can we make him well?
3. **A Very Hungry Caterpillar**, Eric Carle, World Publishing Company.
   - Read the story.
   - Discuss
     —Why did the caterpillar get sick?
     —Did you ever get sick when you ate too much candy and cake?
     —Use a balloon with a caterpillar drawn on it—blow it up each time the caterpillar eats.
4. **Good-for-me foods**
   - Name them from pictures, while in the supermarket, or draw your favorite "good-for-me foods."
   - Play healthy food lotto (reinforce eating a variety of foods).
   - Prepare nutritious foods (see recipe section).
   - Play I'm going shopping and in my basket I will put (these good foods). Each child repeats the previous foods and adds a new food.
   - Sing "Oats, Peas, and Beans"—and other songs about good-for-me foods (See songs about food).

5. Foods that are not good for me

- Conversation:
  - —Eating too much of foods that are high in sugar can hurt your teeth and make you fat (see Unit 3).
  - —Eating too much salt or fat may hurt your heart when you are a grown-up.
  - —You can get fat fom eating too much of any food when you are not hungry. When you are fat, your body has to work extra hard and you get tired quickly. To reinforce this concept have children walk around or run up and down stairs with an extra weight on them.
- Read **Yummers**, James Marshall, Houghton Mifflin Co.
- Discuss the caterpillar who got a tummy ache from eating junk foods.
- Name foods that aren't good for your body and health. Examples of sweet foods are sugar, sugar-coated cereals, pies, cakes, candy, cookies, drinks, gum, soda, and ice pops. Potato chips, frankfurters, and pretzels are high in salt and fat.
  - —These foods don't help you have nice hair, skin, teeth, bones, muscles.

Let's pretend

1. What does it feel like

- To miss breakfast and be hungry
- To have a toothache
- To be healthy

It is mealtime

1. Mealtime

- Discuss the importance of eating meals and snacks regularly.
  - —How often do you eat? (Three or more times a day is fine.)
  - —What happens when you don't eat for a long time?
  - —Name the meals and discuss favorite foods. (Any nutritious food is O.K. at any time.)
  - —Plan a meal and prepare the foods.
- At mealtime, count how many different foods are on the table or plate.

2. Lazy bones

- Make face masks for use with a story (ad lib) about three children who skip breakfast (or lunch) and one who didn't. "Lazy Bones" is too lazy to eat but later is too tired to play; "Grumpy" is too cross because his stomach is empty; "Let Me Have Some" is always grabbing someone else's food; but "Happy" who ate is always ready to play. Let children play with masks after your dramatization. Talk about the characters at snack time.

—Mrs. Carol Jarrell
Anne Burke School
Beeville, Texas

3. "Lunch" by Alexander Wollner

- Read the poem or sing the song. (See the section on songs.)

My best and dearest friend, Mel,
Eating lunch with him is swell.
He trades my liverwurst and cheese,
And a frosty chocolate freeze,
For a Swiss on rye with egg,
Apples and a chicken leg,
It's so nice that I can tell
Of my dearest friend named Mel.

Taken from **Munch** by Alexander Wollner.©
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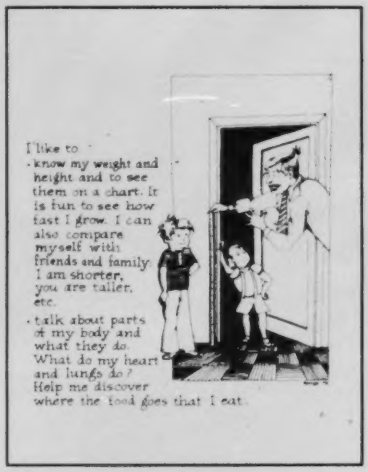
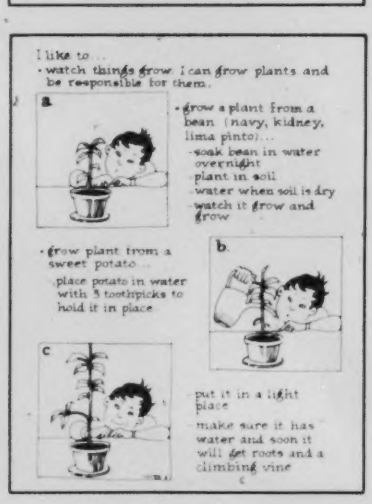
Involving parents

The following sheets from **Nutrition Activities: Parents and Preschoolers** can be used to reinforce the activities introduced in this unit. They may be sent home with the children or given to parents at a meeting or workshop.

1. **Information Sheet**—Eating your way to good health
2. **Recipe**—Vegetable sticks and dip
3. **Activity Sheets**—For this unit the appropriate activity sheets are the three immediately following the recipe for Vegetable Sticks and Dip.


I like to
- know my weight and height and to see them on a chart. It is fun to see how fast I grow. I can also compare myself with friends and family. I am shorter, you are taller, etc.
- talk about parts of my body and what they do. What do my heart and lungs do? Help me discover where the food goes that I eat.

I like to
- help decide what foods we are going to eat for a meal, snack, party or picnic. What fun to go on a treasure hunt for lunch.
- take care of a pet
- separate foods into groups, those that are good for me and those that can hurt my body. Use actual foods or cut pictures out of magazines and glue them onto cards. Tell me why the food is good for me.


I like to
- watch things grow. I can grow plants and be responsible for them.
a
- grow a plant from a bean (navy, kidney, lima pinto)...
- soak bean in water overnight
- plant in soil
- water when soil is dry
- watch it grow and grow
- grow plant from a sweet potato...
- place potato in water with 3 toothpicks to hold it in place
b
c
- put it in a light place
- make sure it has water and soon it will get roots and a climbing vine

Evaluation activities

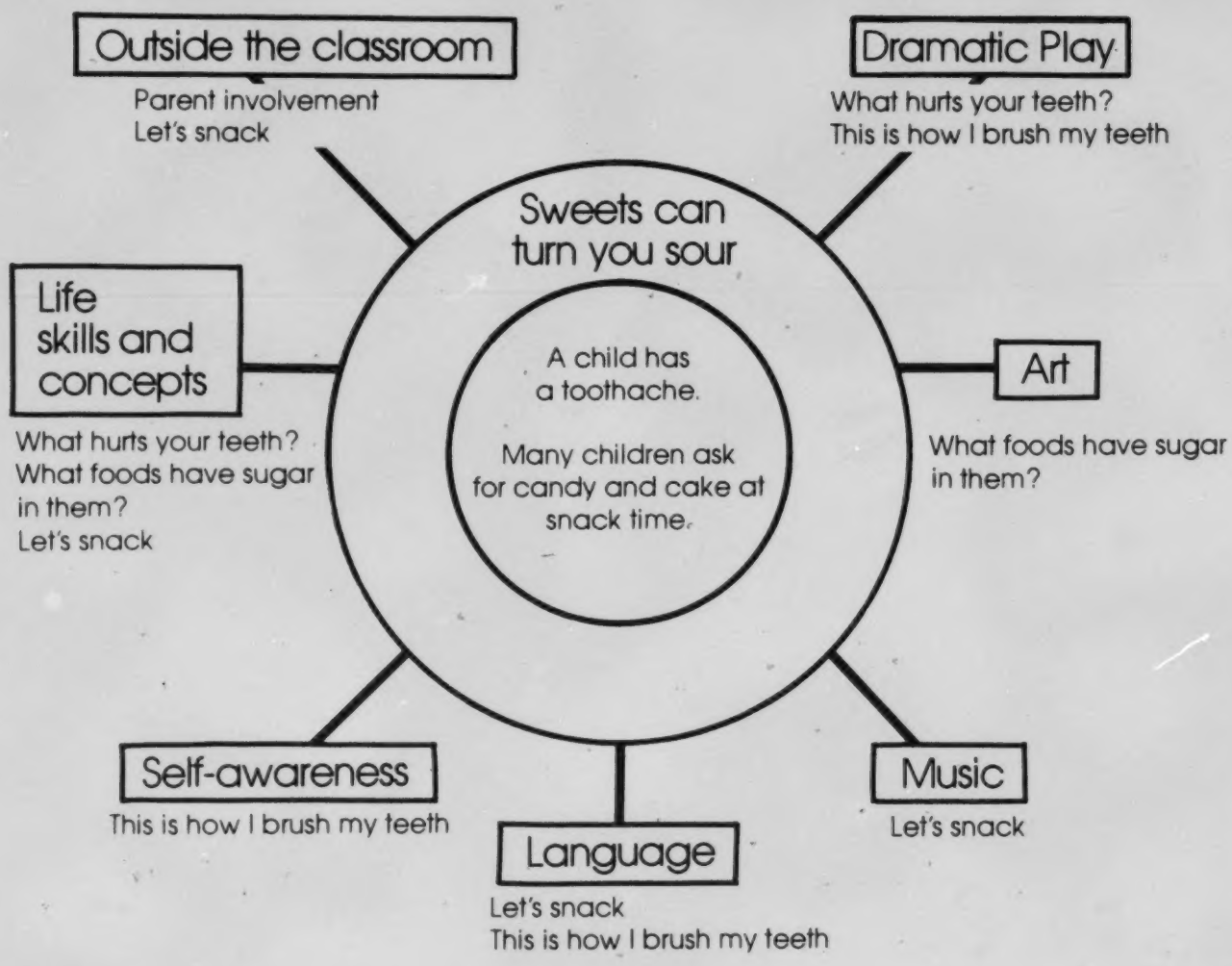
1. Behaviors can be observed at snack or mealtime and can be recorded on the observational checklist provided in the appendix.
2. Children can tell stories about what happens when a person, plant, or animal doesn't eat.
3. Children can distinguish food from nonfood items when shown a variety of objects or pictures.
4. Children can talk about energy and its relationship to food.
5. Children can separate foods or pictures of foods into two groups, those that are good for you and those not good for you. Consider using two paper bags, one with a smiling face and the other with a frowning face.
6. During mealtime conversation children discuss healthfulness and goodness of the foods they are eating.
7. Children will comment when they see candy, soda, etc., that's not good for them.

Unit 3 Sweets can turn you sour

Unit 3 reinforces some concepts introduced in Unit 2, Food For A Healthy You. Specifically, this unit contains activities that address the negative consequences of consuming large amounts of sugar, what snacks are good, and the how and why of proper dental care. Serving children nonsweet snacks and creating an attitude that snacks don't have to be sweet will assist in decreasing the consumption of highly sugared foods.

Nutrition goals for children

- Ability to distinguish between healthful and nonhealthful foods, regardless of the foods' taste.
- Realization of the negative consequences of consuming large amounts of sugar.
- Selection of low-sugar foods for snacks and meals.


Outside the classroom
Parent involvement
Let's snack
Dramatic Play
What hurts your teeth?
This is how I brush my teeth
Sweets can turn you sour
A child has a toothache.
Many children ask for candy and cake at snack time.
Life skills and concepts
What hurts your teeth?
What foods have sugar in them?
Let's snack
Art
What foods have sugar in them?
Self-awareness
This is how I brush my teeth
Language
Let's snack
This is how I brush my teeth
Music
Let's snack

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What hurts your teeth? **Page**

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Tooth in cola 54

What foods have sugar in them?

Sugar detectives 54
High sugar art 54

This is how I brush my teeth

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When to brush 55
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Let's snack

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Treasure hunt 56
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Popcorn pop 57
I'm thinking of a snack 57
Let's go shopping for snacks 58
Snacking songs 58

Parent involvement

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Recipe 59
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What hurts your teeth?

1. Yuck Mouth meets Munch

- Do the puppet show "Yuck Mouth meets Munch." (See the section on puppet shows and stories for the dialogue.)
- Conversation
  - —What was Yuck Mouth's favorite food?
  - —Why was he sad?
  - —How did he get the toothache?
  - —What foods does Yuck Mouth want to eat after talking with Munch?

2. The tooth decayer

- Tell the story and then have the children act it out.
- Characters
  - —Geraldine Germ who lives in the mouth on teeth is the tooth decayer.
  - —Sweet Sugar is a favorite of Geraldine Germ. When Geraldine Germ and Sweet Sugar get together, they cause nothing but trouble. Geraldine isn't so troublesome until Sweet is around.
  - —Tilly Tooth is afraid of Geraldine Germ and Sweet Sugar because when they get together on her they can make a hole in her and that hurts.
  - —Betty Brush wants to save Tilly Tooth from getting holes so she visits Tilly Tooth two times every day and brushes away Geraldine Germ and Sweet Sugar. (Betty Brush wishes that Sweet Sugar would stay away because then Geraldine Germ wouldn't be able to hurt Tilly.)
- Props
  - —Each character can have a paper-bag mask that pictures an evil germ, a candy bar or sugar drink, a smiling tooth, and a heroic toothbrush.
- Conversation
  - —How do you get a toothache?
    - —The germ and sugar make holes in teeth.
  - —What can you do to have healthy teeth?
    - —Brush them.
    - —Avoid eating too many sweets.

3. **Tooth in cola**
   - Demonstrate this by putting a baby tooth in a glass of cola and it will dissolve.

What foods have sugar in them?

1. **Sugar detectives**
   - Help the children become sugar detectives. They can ask parents, teachers, brothers, sisters, and friends if a food has sugar in it. If it has a label, they can look for the ingredient sugar. If it has lots of sugar, it will be one of the first ingredients.
   - Collect packages and wrappers or pictures of the foods high in sugar for activity 2.
2. **High sugar art**
   - Make a poster or mobile of all the foods that are high in sugar.
     —Discuss that they all taste sweet and that having sweets once in a while is fine. But eating them too often can hurt your teeth.

This is how i brush my teeth

The local public health department may have a dental hygienist available to visit your program and talk with the children. The hygienist probably will have some of the props mentioned below.

1. **Show the 5-minute color, sound, 16mm film Tooth Brushing With Charlie Brown** available from the American Dental Association, Bureau of Audiovisual Service, 211 East Chicago Avenue, Chicago, IL 60611. Purchase $45., Rental $5, 1978.
2. **Tooth-brushing practice**
   - Set up a daily routine when everyone practices brushing teeth.
   - Use a big toothbrush and teeth that are available from the American Dental Association to

demonstrate the proper technique.
—The teeth can be a train track and the toothbrush the train that runs on the upper, lower, inside and outside tracks.

3. **Disclosing tablets** (available from dental association or local drug store)
   - Have each child chew a tablet (mouth and tongue will remain red for a day or two, it is not harmful but notify the parents why their child's mouth is red).
   - The red spots show where the germs are.
   - Have each child brush his or her teeth until the red is gone.
4. **When to brush**
   - At least twice a day, for example, after breakfast and before bed.
   - Read the story **Bedtime for Francis**, Russell Hoban, Harper and Row.
   - It's also a good idea to brush right before or after those occasions that you are going to eat sweets, like going to a party.
5. **Visiting the dentist**
   - Discuss the importance of visiting a dentist.
   - Read **D is for Dentist** from the American Dental Association, Order Dept. B-7, 211 East Chicago Avenue, Chicago, IL 60611. Tweny-five copies for $2, sample available.
6. **The brush-off**
   - Using the model tooth brush and teeth, have children stick the teeth into various foods and then try to brush the different foods off the teeth. Examples might be:

Easy to remove	**Difficult to remove**
Bread	Marshmallow
Milk	Carmel
Fruit	Chocolate sauce
Soup	Gooey cake
Casserole	Gum drops
	Honey

Let's snack

1. **Show the filmstrip The Snacking Mouse** by Polished Apple, 3742 Seahorn Drive, Malibu, CA 90265, cost: $21.75.
2. **Snack preparation**
   - Prepare some of the snack items in the recipe section:
     - —Pretzels
     - —Yumsicles
     - —Fruit salads
     - —Drinks
     - —Vegetables and dip

3. **Pumpkin Seeds** by Steven Yezback, Bobbs-Merrill, 1969.
   - Read the story
4. **Treasure hunt**
   - Go on a treasure hunt for snacks or pictures of snacks hidden around the room.
   - See if Munch will eat the snack. (He eats only "good" snacks.)
   - Ask the children to classify the foods as good-for-me or can-hurt-my-teeth.

5. Tasting party

- Breakfast cereals can be good snacks. Use only those cereals that are low in sugar (less than 2 teaspoons of sugar per serving).
- (See appendix for listing of sugar content of cereals.) You may also find the sugar content of cereals from reading the carbohydrate labeling on the box. Four grams of sucrose is equal to one teaspoon.

6. Popcorn pop

- Place a clean sheet on the floor.
- Put an **uncovered** electric popcorn popper in the middle of the sheet.
- Let the popcorn pop into the air, fall on the sheet and then have the children crawl on the sheet and eat the popcorn.

7. I'm thinking of a snack

- Describe the snack and have the children try to guess what it is.
  - —Use only nutritious choices.
  - —Include food items not normally considered as snacks such as sandwich, chicken leg, soup.

8. Let's go shopping for snacks

- Take a trip to the store.
- Point out the high-sugar foods but emphasize all the other areas of the store where you can find delicious, nutritious snacks.
- Purchase some snacks.
- It may be helpful to have cards with pictures of the snacks on them and have children look for the nutritious snacks on the shelves. (This is a good way to make shopping lists for children.)
- Take a trip to the local sweet shop, fountain, drug store, and discover what nutritious snacks are available there. Examples: nuts, pumpkin seeds, milk, juice, raisins, sandwich, cheese and crackers, milk shake.

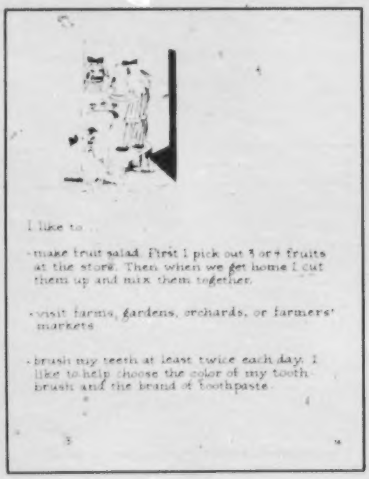
9. Snacking songs (See section on songs about food.)

- "Oh Where, Oh Where Is Dear Little Susie?"
  —Fruits are good snacks.
  —Serve a papaya.
- "Muffin Man"
- "Today is Monday"
- "Who'll Buy My Fruit?"

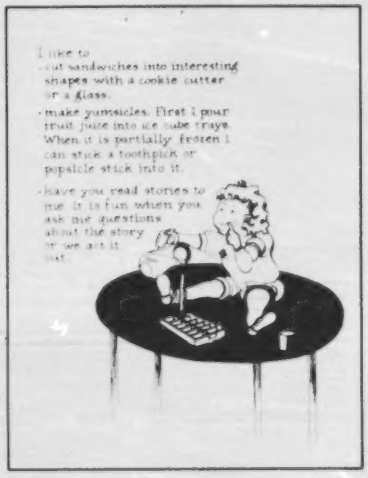
Parent involvement

The following sheets from **Nutrition Activities: Parents and Preschoolers** can be used to reinforce the activities introduced in this unit. They may be sent home with the children or given to parents at a meeting or in a workshop.

1. **Information sheet**—Snack smart
2. **Recipe**—Pineapple punch plus
3. **Activity Sheets**—For this unit, the appropriate activity sheets are the three immediately following the recipe for Pineapple Punch Plus.


I like to ...
- make fruit salad. First I pick out 3 or 4 fruits at the store. Then when we get home I cut them up and mix them together.
- visit farms, gardens, orchards, or farmers' markets.
- brush my teeth at least twice each day. I like to help choose the color of my tooth brush and the brand of toothpaste.

I like to
- try to guess what's cooking from the sounds or smells. It may be popcorn, coffee, hamburgers, soup bread or chicken roasting.
- make raw vegetable snacks by shelling peas, breaking pieces of broccoli or cauliflower, peeling carrots, or snapping beans.
- make music by hitting 2 wooden spoons together, blowing over bottles with different amounts of water in them, or shaking a jar full of corn kernels.


I like to
- cut sandwiches into interesting shapes with a cookie cutter or a glass.
- make yumsicles. First I pour fruit juice into ice cube trays. When it is partially frozen I can stick a toothpick or popsicle stick into it.
- have you read stories to me. It is fun when you ask me questions about the story or we act it out.

Evaluation activities

1. Make a vending machine from a carton or box and have the children decide what snacks they want to put in it. Or put the labels or wrappers from a variety of nutritious and nonnutritious snacks in it and see which snacks the children choose.
2. When children are shown nonnutritious foods they make statements, such as "That can hurt my teeth," "that's not for me," "that's full of sugar..."
3. Have children help decide what snacks are to be served.
4. When parents are asked to bring in snacks, they are less likely to bring highly sugared foods than before.

Unit 4
TV tells it like it isn't

Unit 4 focuses on advertising, television advertising in particular, in an attempt to lessen its influence on children and their eating habits. Research has indicated that in general, "preschool children ... because they have not had any of the socializing education that the public schools can provide ... are particularly suggestible when it comes to the kinds of messages we give them. What is more disconcerting, young children ... are particularly likely to misunderstand televised material in ways continually coming as a surprise to adults."[1]

Specifically, television conveys poor nutritional habits by focusing on "junk" foods and glamorizing their consumption with the use of gimmicks. Ultimately, this behavior can have negative effects on young children's food habits and health.

We hope to teach children to question the truth of what is said or shown on TV and to understand that

- What you see on television is not always what you get (nor is it always real or truthful).
- What television says is good for you is not always so.
- The way people act on television is not always the way we act in real life.

These doubts may lead children, as they mature, to view television with a critical eye because they will learn:

- The purpose of television advertising is to sell things.
- Commercials are a separate entity from the programs they interrupt.
- Commercials do not always tell the truth. Television makes things look nicer, prettier, bigger, and better than they really are.
- People on commercials are paid or given presents to do things.
- Television urges us to buy things that are not good for us.
- Watching too much television limits our interest in doing other activities.

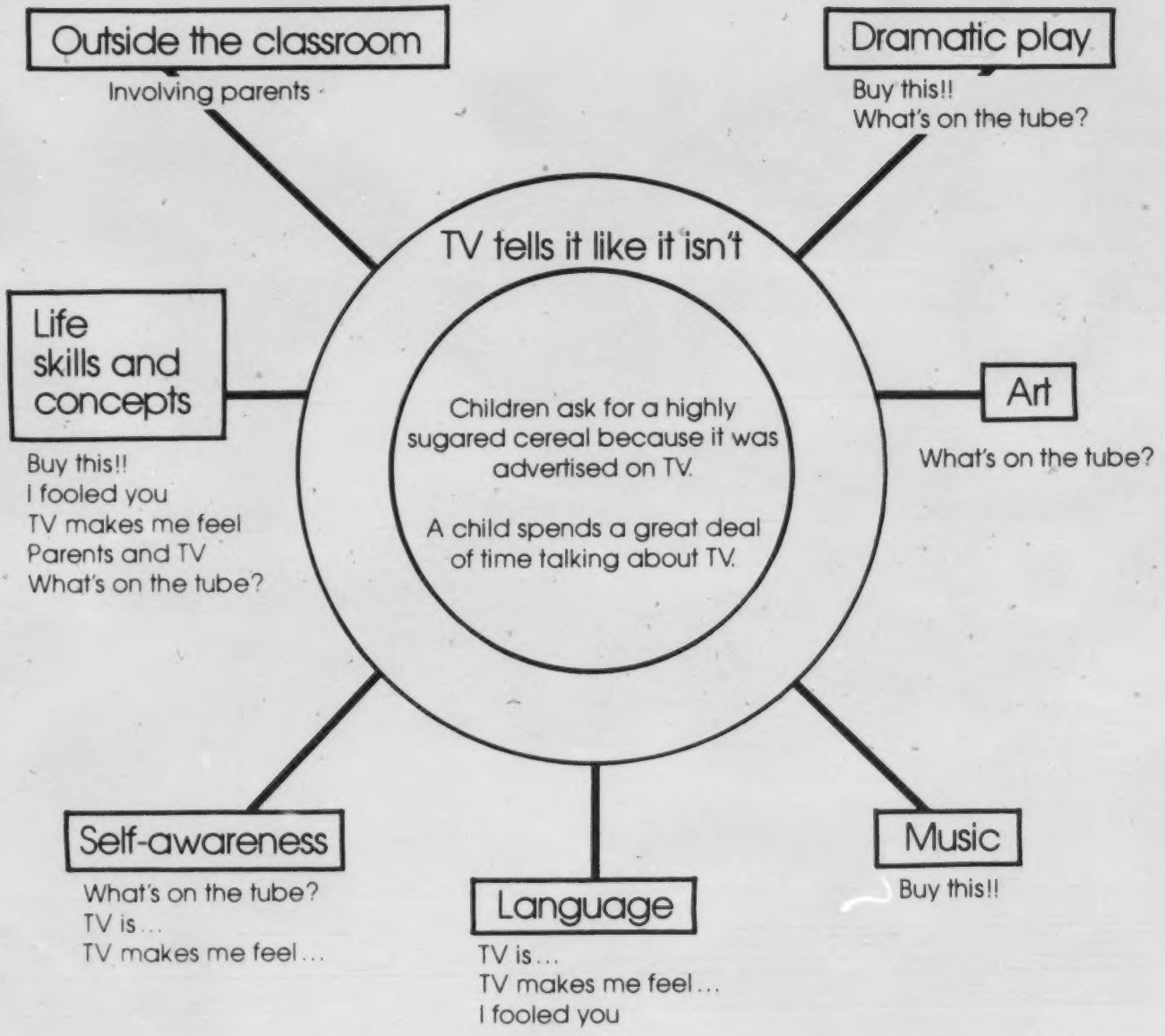
[1] Television Awareness Training Manual: Broadcast Advertising and Children. New York: Media Action Research Center, Inc., 1976, p. 275.

Nutritional goals for children

- An attitude that demands verification of what is said and shown about food on television.
- An awareness of the negative health effects of excessive TV watching.

Special note

We see the role of educators as one of mainly educating and supporting parents in their attempts to counteract television. We believe the issue of television and its effects on children is of such importance that we are undertaking some classroom activities. This is far more desirable than to do nothing at all until present advertising practices are reformed or outlawed.


Outside the classroom
Involving parents
Dramatic play
Buy this!!
What's on the tube?
TV tells it like it isn't
Children ask for a highly sugared cereal because it was advertised on TV.
A child spends a great deal of time talking about TV.
Life skills and concepts
Buy this!!
I fooled you
TV makes me feel
Parents and TV
What's on the tube?
Art
What's on the tube?
Self-awareness
What's on the tube?
TV is...
TV makes me feel...
Language
TV is...
TV makes me feel...
I fooled you
Music
Buy this!!

List of activities

TV is... **Page**

Danny Dill in TV Town 67

What's on the tube

Sam and the Saturday morning TV blues 67
What is a commercial? 67
What foods do you see on television? 68
Prizes in food packages 68
Test out the commercials 68

Buy this

Make your own commercials 69

I fooled you

Little Bear's pancake party 69
At home 69
Make pancakes 69

TV makes me feel

TV instead 70

Involving parents

Parent workshop 71
Information sheet 73
Recipe 73
Activity sheets 73

TV is...

1. **Danny Dill in TV Town** by Donovan Doyle (See section on stories and puppet shows for the story.)
   - Read the story. Use flannel board in telling the story.
   - Conversation:
     - —Ask the children why Danny wanted to go to TV town.
     - —How did he feel?
     - —Discuss make-believe and other examples on TV. Examples are people flying, disappearing, coming out of bottles, and talking animals.

What's on the tube?

If you have access to a TV set use real commercials for teaching, otherwise develop puppet shows or flannel boards to demonstrate your point.

1. **"Sam and the Saturday Morning TV Blues" puppet show** (See section on stories and puppet shows for script.)
2. **What is a commercial?** (This activity will be most successful with five year olds or older.)
   - Discuss; show commercials.

- Emphasize the selling aspect.
- Try to distinguish a commercial from the program.

3. **What foods do you see on television?**
   - Have the children draw them, cut out pictures of them, describe them.
   - How do they taste? See if Munch the puppet will eat them.
   - How do you know if you like it? (Promote an attitude of verifying for self.)
   - What other foods (not on TV) do you like? (Reinforce the idea that there are many other delicious foods that TV doesn't tell you about.) See if Munch will eat these foods.
   - Taste a food that is advertised and another similar food that is not. Examples include fruit juice vs. Hi-C, different breakfast cereals, hamburger cooked at home vs. McDonald's hamburger.
4. **Prizes in food packages** (This activity will be most successful with older children.)
   - Are they as good as TV said they would be?
   - Do you still play with them?
   - Did you like the food that you bought to get the toy?
   - What happened to the food?
5. **Test out the commercials**
   - Open a roll package; see if a dough man pops out.
   - Bring in toys that are advertised on TV. Demonstrate the toys and let the children try them. Let children decide whether each toy is
     —as big as TV says
     —as easy to put together
     —does what TV shows you
   - Does eating Wheaties make you a champion?
   - Does an orange bounce out of a can of Hi-C drink?

Buy this

(This activity will be most successful with older children and should be repeated many times.)

1. **Make your own commercials**
   - Use a carton to create a TV.
   - Have children make up songs, dances, puppets for commercials to sell nutritious foods (fruit, vegetables, juices, bread, meats, pizza, their favorite food). Use the real food or the empty box or package.
     —Talk about how good it tastes, the color, and shape.
     —Tell how it is "good for you."
     —Let everyone taste it.
   - Sell something you don't like or isn't good for you (as they do on TV) and fool someone. (You must say nice things about the food if you want people to buy it.)

I fooled you

1. **Little Bear's Pancake Party**, Janice Berenstein, Lothrop, Lee and Shepard, Co., Inc.
   - Read the story.
   - Conversation:
     —Talk about what happened.
     —What was in the box?
     —Where are the pancakes?
     —What did the Little Bear have to do to get pancakes?
     —How did Little Bear feel?
     —Ask the children to think of times they were fooled.
2. **"At Home"** by Christine Rossetti.
   - Read the poem and then teach it to the children. They may want to develop actions that go with the words.

     Mix a pancake
     Stir a pancake
       Pop it in the pan;
     Fry the pancake,
     Toss the pancake
       Catch it if you can.

     Reprinted with permission from Random House, Inc., and Alfred A. Knopf, Inc.
3. **Make pancakes**

TV makes me feel

1. "TV Instead" by Mary Neville.

- Read and act out the poem.

At the TV Harry sat.
You always knew
Where He was at.

He never ran,
He never jumped,
But just sat there,
His shoulders humped.

Here, Harry, hurry, come play ball with Henry and me!

He never stirred,
Or moved his head.
He'd rather see
TV instead.

So all his muscles withered away.
And there he sits
Until this day.

"T.V. Instead" by Mary Neville, in **Can Do**, prepared by the Bank Street College of Education, Irma Simonton Black, ed. © 1972 by Houghton Mifflin Company. Reprinted with permission of the publishers.

- Conversation
  - How do you feel when you watch a lot of TV? (stiff, sleepy, grumpy, silly?)
  - Talk about exercise being important to feeling good.
  - What parts of your body move while you watch TV?
  - (If anyone ever broke a leg or arm, ask them to talk about how weak their leg or arm felt when the cast was removed.)
- Talk about the other things the children like to do besides watching television.
  - Act it out and let the other children guess what it is.

Involving parents

Parent workshop

We encourage you to hold a television workshop for parents. Present some of the research on the effects television has on children. A major goal of the workshop would be to help parents become aware of their own attitudes about TV and approaches toward regulating television. One way this can be accomplished is through a questionnaire that they can work through privately. (See appendix for a sample television questionnaire.)

"Action for Children's Television," ACT, 46 Austin Street, Newtonville, MA 02160 recommends TLC:

—Talk about TV **with your child.**
—Look at TV **with your child.**
—Choose TV programs **with your child.**

We would like to add doing alternate activities with your child.

—Reading—libraries
—Music
—Trips
—Crafts
—Sports or exercise programs
—Cooking

The following are some ideas that can be included in programs directed toward parents:

- When talking with children, parents should find out:
  - —What the children like to watch and why
  - —What their friends watch
  - —What they understand—can they determine what is real vs. what is make believe?
- Parents should explain to their children their values and the reasons behind the restrictions on TV watching.
- When watching TV with children, parents should
  - —note (look at) children's reactions
  - —ask questions
  - —explain what the children don't understand, using concrete examples
  - —tell children what they do and do not approve of because preschoolers will tend to do what parents approve
  - —direct their attention to important aspects
  - —encourage children to guess what will happen and to ask questions
  - —answer questions
  - —elaborate on presented information and extend it into their reality
  - —provide ways for children to use the information

  All these things indicate to the child that you value him or her and want to share your time in ways that he or she enjoys.
- These are important criteria to consider when evaluating children's television viewing:
  - —total number of hours watched
  - —specific times television is watched
  - —programs watched
  - —with whom programs are watched
- To help make regulation of TV watching easier parents should:
  - —explain why they do not want children to watch certain shows
  - —provide something else engaging to do
  - —suggest other acceptable TV programs
  - —be absolutely consistent in regulations
- To discourage TV viewing, parents can:
  - —put the TV in a place where the child will be alone while viewing

Young children crave the nearness of others and would usually prefer real to automated companionship;

—make sure TV is turned off when no one is really watching

—place the TV high above child's natural eye level.

The following sheets from **Nutrition Activities: Parents and Preschoolers** can be used to reinforce the activities introduced in this unit. They may be sent home with children or given to parents at a meeting or workshop.

2. **Information sheet**—Children and television
3. **Recipe**—Broccoli pancakes
4. **Activity sheets**—For this unit, the appropriate activity sheets are the three immediately following the recipe for Broccoli pancakes.

I like to do many things besides watch TV. I like to...
make mobiles from wire hangers, string, and colored drawings or draw pictures of my favorite foods or animals.
- make play dough by mixing...
½ cup water with ½ teaspoon of food coloring
Add more water by tablespoons, if needed
Add 2 tablespoons oil
Knead
I store it in the refrigerator in a glass or plastic container. I like to make many things with it, like foods that are good for me.

I like to do many things besides watch TV. I like to...
- take trips to museums, colleges, train stations, airports, parks and gardens. I like it when you talk about things we're seeing.
- go on treasure hunts. Use pictures on cards or a bag of the objects I'm looking for. Help me count how many objects I can find. When you hide foods we can talk about where the food comes from, like an egg from a chicken.
- make my own snack by slicing a banana or pouring my own milk or juice.

I like to...
make up stories if you help me start them, or dance to the music on the radio.
- to play outside and go for walks. I also like to do exercises especially when we do them together.
make designs or faces on bread. First I spread peanut butter or ricotta cheese or cheese spread on bread. Then I make a design with cereals, nuts or seeds, cucumber rings, raisins, nuts, orange circles, green pepper rings, grated coconut, cheese, carrots, radishes or lettuce leaves. Then I can eat it.

Evaluation activities

1. Children can group foods into categories of those they see on television and those they don't see on television. They can comment whether each food is good for them.
2. After viewing a commercial or puppet show representing a commercial, children use such statements as the following:
   - —Show me.
   - —That's only make believe.
   - —That's not true.
   - —That's silly.
3. As a result of the parent workshop, parents and children
   - —Discuss other activities they do together
   - —Discuss how they regulate TV viewing
   - —Children eat less advertised foods
4. Children offer less resistance to limits placed on the amount of time TV is watched.

Recipes

Each recipe makes 4 child-size servings unless otherwise specified. Within each section, the recipes are listed in order of increasing complexity. Recipes requiring no cooking are marked with a star (*).

Beverages
Pink drink*
Apricot fizz*
Pineapple pleaser*
Lassi*
Witches brew
Orange nog*
Coconut milk
Supershake*
Grape juice surprise*
Fruit shake*
Vegetable delight*

Salads
Spinach mushroom salad*
Dandelion salad*
Make your own sprouts*
Cucumber salad*
Cold rice salad
Caesar salad*
Carrot raisin salad*

Dips and dressings
Russian dressing*
Oil and vinegar dressing*
Spicy salad dressing*
Fruit dip*
Chick pea dip*
Spinach dip
Guacomole (Avocado dip)*

Vegetables
Lettuce roll ups*
Sweet potato balls
Stuffed pumpkin
New England beans
Fruity carrots
Chinese vegetables
Potato pancakes
Tomato surprise

Fruits
Banana yummies*
Banana sandwiches*
Fruit kabobs*
Nutty prunes*
Fruit popsicles*
Frozen fruity yogurt*
Applesauce
Uncooked applesauce*
Cold fruit soup
Baked apples
Fried bananas
Tropical fruit salad*
Fruit salad*
Melon ball salad*
Cottage cheese pudding

Yeast breads
Two-hour bread
Soft pretzels
Breadsticks

Quick breads
Corn bread
Pancakes
Chapatis
Cheese wafers
Cottage cheese pancake

Main dishes
Oven-fried chicken
Tuna fish salad
Rice meatballs
Tuna and corn casserole
Cottage cheese noodle pudding
Blanketed meatballs
Boiled won tons
Tacos with a twist
Pizza

Soups
Chinese chicken soup
Chicken soup with rice
Quick vegetable soup
Cold cucumber soup
Corn chowder
Minestrone

Creative recipes
Ants on a log*
Celery cart*
Sailboat*
Flower*
Truck*
Tree

Some recipes in this section were reprinted from **Kindergarten Cooks** and **A Child's Cookbook** with permission from the publishers.

Pink drink*

Equipment
Measuring cup
Jar

Ingredients
1/2 cup unsweetened cranberry juice
1-1/2 cup lemonade

1) Mix ingredients together.

Apricot fizz*

Equipment
Measuring cup
Pitcher or jar
Spoon

Ingredients
1-1/3 cup apricot nectar or any unsweetened fruit juice
2/3 cup of club soda

1) Combine ingredients and stir.

Pineapple pleaser*

Equipment
Measuring cup
Pitcher
Large spoon

Ingredients
1 cup buttermilk
1 cup pineapple juice (unsweetened)
mint

1) Combine the buttermilk and pineapple juice.
2) Chill thoroughly.
3) Serve garnished with a sprig of mint.

Lassi*

Equipment
Measuring cup and spoons
Jar

Ingredients
1/2 cup plain yogurt
1-1/2 cup ice cold water
1 teaspoon sugar, optional

1) Mix all ingredients together.
2) Serve very cold.

Witches brew

Equipment
Measuring cup and spoons
Saucepan

Ingredients
1 cup cranberry cocktail juice—(unsweetened)
1 cup apple cider—(unsweetened)
1/2 cinnamon stick
1/8 teaspoon ground nutmeg

1) Pour everything into a saucepan.
2) Heat and simmer with cover on pan for 10 minutes.
3) Serve warm.

Orange nog*

Equipment
Measuring cup
Blender or a pitcher
Spoon

Ingredients
2 cups cold water
1/2 cup dry skim milk powder
1 can (6 ounces) concentrated unsweetened orange juice

1) Mix all the ingredients together.
2) Stir well or blend.
3) Chill.

Variation: Add 2 uncooked eggs before blending.

Coconut milk

Equipment
Measuring cups and spoons
Saucepan
Strainer

Ingredients
1-1/2 cup milk
1/2 cup water
1/2 teaspoon salt, optional
1/4 cup flaked coconut

1) Combine milk, water, salt, and coconut in deep saucepan.
2) Bring just to a boil.
3) Reduce heat and simmer for 10 minutes.
4) Remove from heat. Strain and serve.

Supershake*

Equipment
Measuring cups and spoons
Blender

Ingredients
2 sliced bananas
1 cup milk
1/4 cup wheat germ
1/4 cup broken walnuts
1/4 cup chopped dates
2 ice cubes, crushed

1) Crush ice cubes by placing them in a heavy plastic bag and cracking them with a rolling pin or hammer.
2) Combine all ingredients except milk, in a blender.
3) Turn on high until ingredients are blended.
4) Add milk and blend once more.
5) Pour into glasses and serve immediately.

Grape juice surprise*

Equipment
Knife
Measuring cup

Ingredients
2 cups grape juice—(unsweetened)
1/2 cup apple, peach, banana, and/or melon

1) Cut up any combination of fruit into small pieces.
2) Put two tablespoons of fruit in the bottom of each glass.
3) Pour the juice over the fruit.

Fruit shake*

Equipment
Blender
Measuring cup
Knife

Ingredients
1 cup ripe fresh fruit
1 cup milk
4 ice cubes, crushed

1) Peel fruit if necessary.
2) Cut fruit into pieces.
3) To crush ice cubes, place them in a heavy plastic bag and crack them into small pieces with a rolling pin or hammer.
4) Combine fruit, milk, and crushed ice and blend.

Vegetable delight*

Equipment
Knife
Cutting board
Measuring spoons and cup
Blender

Ingredients
1 cup tomato juice
1 strip of green pepper 1/8 inch wide
1/2 stalk celery, cut into 1 inch pieces
1 slice of cucumber, 1/2 inch thick
1/8 teaspoon Worcestershire sauce
1/2 teaspoon salt, optional
1 teaspoon lemon juice
1 cup crushed ice

1) Wash and dry the green pepper, the celery stalk, and the cucumber.
2) Use the knife and cutting board to slice the vegetables.
3) Place all the ingredients except the crushed ice in the blender. Run the blender at high speed until everything becomes liquid.
4) Remove the blender cover and add the crushed ice. To crush ice, place cubes in a plastic bag and crack them into small pieces with a rolling pin or hammer.
5) Run the blender again at high speed until the ice becomes liquid and mixed with the vegetables.

Spinach mushroom salad*

Equipment
Strainer
Large bowl
Knife

Ingredients
10 ounces fresh spinach
8 mushrooms

1) Wash spinach thoroughly, dry, tear off stems, and place leaves in large bowl.
2) Wash mushrooms and slice.
3) Add mushrooms to spinach.
4) Top with favorite dressing, if desired.

Variation: add quartered hard-cooked egg or onion slices.

Dandelion salad*

Equipment
Large bowl

Ingredients
2 cups young dandelion leaves, picked before flower blossoms
Optional: croutons, bacon or "bacos," hard-cooked egg, quartered
Italian Dressing

1) Pick dandelion greens.
2) Wash greens.
3) Remove stems and roots, discard.
4) Tear leaves into small pieces.
5) Add optional ingredients.
6) Toss with a small amount of dressing.

Note: The children should understand that not everything that grows wild is edible.

Make your own sprouts*

Equipment
A small jar or bottle
Cheesecloth
Rubberband
Paper bags

Ingredients
Seeds desired: 1/4 cup alfalfa
mung bean
lentils
wheat kernels

Yield: about 3 cups of sprouts

1) Soak 1/4 cup of seeds overnight in a small jar or bottle of warm water.
2) Cover the top of the jar with cheesecloth and secure with rubber band.
3) Drain off soaking water, keeping seeds slightly moist but not wet.
4) Put jar on its side in open paper bag or in a warm dark humid place.
5) Rinse and drain water from sprouts 2-3 times a day.
6) Store in covered contatiner in refrigerator when sprouts are desired length.

Sprouts may be used raw or cooked, in salads, sandwiches, grain or vegetable dishes, and omelets.

Cucumber salad*

Equipment
Medium-sized bowl
Knife
Vegetable peeler
Measuring cup and spoons
Cutting board

Ingredients
1 large cucumber
1/4 teaspoon salt
1/2 teaspoon lemon juice
1/4 cup sour cream or yogurt

1) Wash, peel, and slice cucumbers.
2) Combine salt, lemon juice, and yogurt or sour cream and mix well.
3) Add cucumbers and toss.

Cold rice salad

Equipment
Bowl
Knife
Peelers
Cutting boards
Measuring cup

Ingredients
1-1/3 cups cooked rice, cold
1 tomato, cut into small pieces
1/2 green pepper, chopped
1/4 cucumber, chopped
2 tablespoons oil
1 tablespoon vinegar or lemon juice
salt and pepper
pinch of oregano

1) Wash and cut vegetables.
2) Put into a large bowl.
3) Add rice and mix well.
4) Mix oil, vinegar, salt, pepper, and oregano together.
5) Pour over rice mixture and toss.

Caesar salad*

Equipment
Large salad bowl
Measuring cups and spoons

Ingredients
1/4 cup croutons
1/2 tablespoon lemon juice
1 head romaine lettuce
pinch of salt, pepper, and garlic powder
1 tablespoon parmesan cheese
2 tablespoons oil
1 egg

1) Wash and dry the lettuce, set aside.
2) Combine salt, pepper, garlic powder, grated cheese, oil, and lemon juice in large bowl and mix together.
3) Beat raw egg for 1 minute and stir into mixture.
4) Break lettuce into the bowl.
5) Toss salad and add croutons.

Carrot raisin salad*

Equipment
4 graters and/or
1 grinder (coarse)
4 carrot peelers
Bowls
Wax paper
Cutting boards
Sharp knife

Ingredients
4 carrots
24 raisins
1 teaspoon mayonnaise or vinegar and oil dressing

1) Wash carrots.
2) Cut off ends and peel.
3) Grate carrots onto wax paper—you may grate or grind carrots without peeling, if you wish.
4) Add desired dressing, mayonnaise or vinegar and oil.
5) Add raisins and mix well.

Variation: You may use quartered apples to grind or grate with carrots for a different taste and color combination. Grated fresh coconut can add another flavor variation.

Russian dressing*

Equipment
Measuring cup and spoon

Ingredients
1/2 cup mayonnaise
2 tablespoons catsup
1 tablespoon relish, optional

1) Combine ingredients and mix well.

Oil and vinegar dressing*

Equipment
Measuring cup and spoon
Jar

Ingredients
1/2 cup olive oil
1/4 cup red wine vinegar
juice of 1/4 lemon
1/4 teaspoon salt
Garlic powder and basil leaves, optional

1) Combine all ingredients.
2) Mix well, chill, and serve.

Spicy salad dressing*

Equipment
Measuring cup and spoons
8-ounce screw-cap jar

Ingredients
1/2 cup tomato juice
2 tablespoons lemon juice
3/4 teaspoon salt
1/2 teaspoon onion flakes
1/2 teaspoon dry mustard
1/4 teaspoon oregano
1/4 teaspoon garlic powder

1) Put all the ingredients into the jar. Cover the jar with the cap and make sure it is on tightly.
2) Shake the jar briskly until everything is blended together.
3) Chill well and shake before serving.

Fruit dip*

Equipment
Measuring cup and spoons
Medium-sized bowl

Ingredients
1/2 cup plain yogurt or sour cream
1 tablespoon of unsweetened, frozen orange juice concentrate
Cinnamon

1) Defrost the orange concentrate until you can spoon it into the bowl.
2) Add the yogurt or sour cream to the bowl. Mix the orange juice concentrate with the yogurt or sour cream.
3) After well-blended, sprinkle a little cinnamon on the top of the dip.
4) Serve with fruit.

Chick pea dip*

Equipment
Blender
Measuring spoon

Ingredients
1 can (16 ounces) chick peas (save liquid)
2 tablespoons lemon juice
2 tablespoons mayonnaise
1 teaspoon garlic powder

Yield: Enough for all the class.

1) Drain chick peas, saving 1/2 cup liquid.
2) Put chick peas and liquid into a blender with other ingredients.
3) Blend until very smooth.
4) If dip is too thick, add a few tablespoons of chick pea liquid or milk.

Spinach dip

Equipment
Blender
Measuring cup and spoons
Knife

Ingredients
1 (10 ounce) frozen chopped spinach or 3/4 pound fresh, chopped spinach
1 cup plain yogurt
2/3 cup mayonnaise
1 tablespoon minced onion
1 tablespoon lemon juice

Yield: Enough for the entire class.

1) Cook spinach in 1/2 cup boiling water for 5 minutes.
2) Drain and cool slightly.
3) Combine all ingredients and mix well or blend in a blender.

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Guacamole (Avocado dip)*

Equipment
Knife
Grater
Measuring cups and spoons

Ingredients
1 large or 2 small ripe avocados
1 teaspoon finely grated onion
1 teaspoon lemon juice
2 tablespoons mayonnaise
1/4 teaspoon chili powder
pinch of salt
pinch of garlic powder
1 small tomato, optional

Yield: Enough for all the class.

1) Peel avocado, cut into small chunks, and mash with a fork until smooth.
2) Add grated onion, lemon juice, mayonnaise, chili powder, salt and garlic.
3) Mix well.
4) Section tomato, remove seeds, and chop finely.
5) Add to avocado mixture.
6) Serve immediately or store in covered container in refrigerator.

Lettuce roll ups*

Equipment
Paper towel
Knife

Ingredients
4 lettuce leaves
4 tablespoons peanut butter

1) Wash lettuce leaves.
2) Dry with paper towel.
3) Spread with peanut butter.
4) Roll and eat.

Variation: Roll in a thin slice of turkey, roast beef, or cheese instead of peanut butter.

Sweet potato balls

Equipment
Small mixing bowl
Can opener
Cookie sheet
Measuring cups and spoons
Potato masher or large fork

Ingredients
1 large sweet potato, boiled or baked and peeled, or 8-ounce can of potatoes, drained well
14-ounce can crushed pineapple in its natural juice
1/2 teaspoon margarine
1/8 teaspoon salt
1/4 teaspoon cinnamon, optional
1/4 cup cornflake crumbs or wheat germ

Yield: About 8 balls.

1) Preheat oven to 400 degrees F.
2) Grease cookie sheet.
3) Mash potatoes in a small mixing bowl.
4) Drain crushed pineapple well, pressing out the juice.
5) Add pineapple, margarine, salt, and cinnamon to mashed sweet potatoes and mix well.
6) Shape mixture into small balls and roll in cornflakes or wheat germ.
7) Arrange balls on a greased cookie sheet and bake for 30 minutes.
8) Serve warm or cold.

Stuffed pumpkin

Equipment

Saucepan, cover
Measuring cups
Knives
Cutting board
Bowl
Large spoon
Baking dish

Ingredients

1 small pumpkin, 3–4 pounds
1 cup of rice, cooked
Any combination equaling a total of 1-1/2 cups: nuts, seeds, leftover meat, cooked vegetables, canned beans
Salt, pepper, and soy sauce

Yield: Enough for lots of people.

1) Preheat oven to 425 degrees F.
2) Cook rice as directed.
3) Cut a large circle in top of the pumpkin.
4) With a large spoon, scrape out seeds and threads from the pumpkin.
5) Rub inside of pumpkin with salt, pepper, and soy sauce.
6) Cut meat and vegetables into small chunks.
7) Put meat, vegetables etc., combination into a large bowl.
8) Stir in rice.
9) Put this stuffing combination into pumpkin, replace lid.
10) Put on baking dish and bake in 425 degree oven for about 45 minutes or until pumpkin is soft to the touch.
11) Serve hot, make sure to scrape out pumpkin in addition to stuffing.

New England baked beans

Equipment
Casserole dish with cover
Cutting board
Sharp knife
Wooden spoon
Grater
Measuring cups and spoons

Ingredients
2 cups cooked dried beans (navy, pinto, Great Northern, pea, or kidney)
1/4 onion, chopped
1/2 carrot, grated
1/2 apple, grated
1 tablespoon oil
1 teaspoon salt
1/2 teaspoon dry mustard powder
1/4 cup ketchup
1/4 cup vegetable stock or water

1) Soak and cook dried beans the day before.
2) Preheat oven to 350 degrees F.
3) Sauté onion in oil for 3 minutes in casserole dish.*
4) Grate apple and carrot and add to sautéd onions.
5) Cook over very low heat, keeping tightly covered for 5 minutes.
6) Mix in remaining ingredients: beans, salt, mustard, ketchup, and vegetable stock or water.
7) Bake covered for 45 minutes.

*It may not be possible to sauté in all types of casserole dishes. If not, use a frying pan to saute.

Fruity carrots

Equipment
Vegetable scraper
Measuring cups and spoons
Knife
Frying pan

Ingredients
4 carrots
1/2 cup orange juice
1 tablespoon margarine
1 tablespoon brown sugar, optional
Pinch of cinnamon
1 orange, peeled and sectioned

1) Peel carrots and cut into circles.
2) Peel orange, remove pits, and separate into sections.
3) Melt margarine.
4) Stir in the orange juice and sugar.
5) Add the carrots and orange sections and cinnamon.
6) Cook covered until carrots are just tender and most of the liquid is absorbed.

Chinese vegetables

Equipment

Frying pan with lid or wok
Spatula
Cutting board
Measuring cups and spoons

Ingredients

1-1/2 pound vegetables including: cauliflower, green beans, broccoli, bok choy, chinese peapods, etc.
2 tablespoons oil
1/4 teaspoon salt
1 tablespoon soy sauce
1/2 chicken bouillon cube dissolved in 1/2 cup water
1/4 teaspoon garlic powder
1 tablespoon cornstarch with a little water

1) Wash vegetables, then break or slice them into small pieces.
2) Heat oil in pan, sprinkle in salt, and add vegetables.
3) Stir vegetables until coated with oil.
4) Stir fry for 2 to 7 minutes (depending on vegetables) or until just tender and crisp.
5) Add soy sauce and chicken broth.
6) Add cornstarch mixture, stir until it thickens slightly.
7) Toss until all vegetables are coated with sauce.
8) Serve at once. Try eating with chop sticks.

Variation: Fresh mushrooms, water chestnuts (sliced), bamboo shoots (sliced), or bean sprouts give the dish a more authentic Chinese flavor.

Potato pancakes

Equipment
Grater
Vegetable peeler
Measuring cups and spoons
Egg beater, optional
Frying pan
Strainer
Bowls
Spatula

Ingredients
1 cup grated raw potatoes
1/4 cup grated carrots
1/2 teaspoon salt
1 egg, beaten
1–2 tablespoons bread crumbs
Oil for frying
Applesauce topping, optional

1) Peel potatoes and grate.
2) Press out extra water.
3) Put in bowl; add grated carrots and salt.
4) Beat egg and add to mixture.
5) Add bread crumbs.
6) Heat oil in frying pan.
7) Drop the batter by heaping spoonsful.
8) Flatten.
9) Fry until crisp and brown on both sides.
10) Serve with applesauce.

Tomato surprise

Equipment
Knife
Cutting board
Spoon
1 small saucepan with cover
Measuring cup

Ingredients
4 medium tomatoes
1 cup your favorite cheese or sandwich spread
2 hard-cooked eggs

1) Put 2 eggs in a small saucepan; bring to a boil; cover; and turn off the heat. Let sit covered for 20 minutes then put eggs into cold water.
2) Wash and dry the tomato and the lettuce leaves. Arrange the lettuce leaves on a plate.
3) Place the tomato on the cutting board with the top facing up. With the knife cut out the stem.
4) Cut the tomato into quarters, but do not cut all the way through—gently pull the tomato sections apart. Or cut off top, spoon out some seeds, and then stuff.
5) Use the spoon to fill the tomato with 1/4 cup of your favorite spread.*
6) Peel the hard cooked egg and cut into slices.
7) Place the stuffed tomato on the lettuce leaves.
8) Arrange the egg slices on plate around your tomato surprise.

*Try using different filling each time. Egg salad, chicken or tuna salad, or cottage cheese.

Banana yummies*

Equipment
Knife
Measuring cup

Ingredients
2 bananas
1/2 cup orange juice
1/2 cup of wheat germ, nuts, or shredded coconut

1) Peel banana.
2) Cut into bite-size pieces.
3) Dip in fruit juice.
4) Roll in one of the ingredients.

Banana sandwiches*

Equipment
Knife

Ingredients
4 bananas
6 tablespoons peanut butter

1) Peel bananas.
2) Slice in half lengthwise.
3) Spread peanut butter (approximately 1-1/2 tablespoons) on one half of banana, and top with the other half.

Fruit kabobs*

Equipment
4 spears or toothpicks
Knife
Melon baller

Ingredients
Melon balls
Peach chunks
Strawberries
Apple chunks
Cherries
Grapes
Banana slices or chunks
Pineapple chunks

1) Cut fruit into 1-inch pieces, remove pits and seeds.
2) Place one of each or any fruit combination on a stick.
3) Eat.

Good with fruit dip.

Nutty prunes*

Equipment
Knife
Hammer or nut cracker

Ingredients
Package of prunes
Walnuts
(Use pitted prunes & walnut meats for younger children)

1) Remove pits from prunes by spl tting prune in half, or make a slit and press the pit out.
2) Crack walnut shells and remove walnut meats.
3) Insert 1/4–1/2 of a walnut where the pit was.
4) Press together and eat.

Variation: Try dates instead of prunes.

Fruit popsicles*

Equipment
Can opener
Small paper or plastic cups (3-ounce or 5-ounce size)
Wooden or plastic spoons, or popsicle sticks
Blender

Ingredients
1-pound can of your favorite fruit packaged in natural juices

1) Open can of fruit and pour the fruit and juice into the blender.
2) Blend at medium speed until the fruit and juice look like a smooth, thick soup.
3) Fill each cup with the mixture to 1/4 inch below the top and place the cups in the freezer.
4) After an hour, when the fruit is partly frozen, push a plastic or wooden spoon or popsicle stick down into the center of each cup. Return the cups to the freezer.
5) In about 3 hours, the mixture should be completely hard. Take a cup out and warm it between your hands until you can pull the fruit out by the spoon handle.

Variation: You can make fruit popsicles with juice too. Follow the instructions after step 3, but use your favorite juice instead.

Frozen fruity yogurt*

Equipment
Knife
Spoon
Paper cups
Popsicle sticks
Bowl
Measuring cup

Ingredients
1-1/2 cup plain yogurt
3/4 cup fresh or canned fruit

1) Wash fruit.
2) Cut up fruit into small pieces.
3) Mix fruit and yogurt in a bowl.
4) Spoon mixture into 4 cups.
5) Freeze. When partially frozen, stick in popsicle stick, or plastic spoon.
6) Serve when frozen solid.
7) Dip bottom of cup in a dish of hot water to remove popsicle easily.

Applesauce

Equipment
Cutting boards
Table knives
1 sharp knife
Potato masher
4 vegetable peelers
Large saucepan
Measuring cup and spoon

Ingredients
6 sweet apples
1/4 teaspoon cinnamon
1/2 cup water

1) Wash and peel apples.*
2) Cut apples into quarters, remove cores or use apple corer with whole apples.
3) Put apple pieces into the saucepan, add water.
4) Cook for 20 minutes or until apples are soft. Stir often.
5) Add cinnamon.
6) Push applesauce through sieve if too lumpy.

*To avoid difficulty of peeling apples, you may skip this step. Cook apples with the peel and strain sauce afterwards using food mill.

Uncooked applesauce*

Equipment
Blender or grinder or
food mill
Measuring spoons
Knife
Bowl

Ingredients
1 large apple
3 tablespoons pineapple juice
1/3 teaspoon lemon juice
1/4 teaspoon cinnamon
1 teaspoon honey
raisins, seeds, or chopped nuts,
optional

1) Core apple but do not peel it.
2) Cut into pieces.
3) Grind or blend the apple and pour into bowl.
4) Add: pineapple juice, lemon, honey, and cinnamon.
5) Stir, eat plain or add raisins, seeds, or chopped nuts.

Cold fruit soup

Equipment
Can opener
Measuring cups and spoons
Food mill
Saucepan
Spoon

Ingredients
1/2 cup pitted plums
1/2 cup pitted cherries
1/2 cup sliced peaches
3 cups water
1/4 teaspoon salt
2 tablespoons sugar, optional
1/2 teaspoon cinnamon
1 tablespoon corn starch
yogurt or sour cream

1) Combine drained fruits, water, salt, and cinnamon.
2) Bring to a boil, cook over low heat 15 minutes.
3) Puree through food mill. (This step is optional. Soup can also be prepared chunky style.)
4) Mix corn starch with 1 tablespoon cold water.
5) Stir into fruit mixture.
6) Cook over low heat 10 minutes.
7) Stir frequently.
8) Eat cold with yogurt garnish.

Variation: Try apricots, raspberries, or pineapple.

Baked apples

Equipment
Apple corer
Bowl for topping
Pan

Ingredients
4 small cooking apples
Toppings: raisins, butter, cinnamon, brown sugar, chopped dried apricots, etc.

1) Heat oven to 375 degrees F.
2) Wash apples and core them.
3) Mix together desired topping ingredients.
4) Fill core of apple with topping.
5) Bake, uncovered in a pan with a small amount of water 40-60 minutes, or until tender.

Fried bananas

Equipment
1 Frying pan
4 Knives
Spatula

Ingredients
4 bananas
Oil: enough to cover bottom of frying pan
Cottage cheese, yogurt, or ice cream

1) Heat oil in the pan.
2) Peel bananas and cut lengthwise and then crosswise so that you have 4 sections.
3) Brown bananas on one side.
4) Turn, and brown on other side.
5) Serve with cottage cheese, yogurt, or ice cream.

Tropical fruit salad*

Equipment
Large bowl
Grater
Measuring cup

Ingredients
1/2 cup mandarin oranges
1/2 cup pineapple
1/2 cup coconut (shredded)
1/4 cup yogurt or sour cream

1) If using fresh coconut, remove milk, split, and shred.
2) Combine all ingredients in a large bowl.
3) Mix well.
4) Chill in the refrigerator for several hours or overnight.

Fruit salad*

Equipment
Sharp knife
Cutting board
Large bowl

Ingredients
1 apple, cut into chunks
1 banana, cut into chunks
1 pineapple slice, cut into chunks
1/2 orange, sectioned
2 walnuts, chopped

1) Combine all ingredients in a large bowl.
2) Stir and eat.

Melon ball salad*

Equipment
1 large mixing bowl
4 melon scoops
Large spoon
Measuring cup

Ingredients
1/2 watermelon
1/2 cantaloupe
1/4 honeydew melon
1 banana
1/2 cup seedless grapes
1/2 cup orange juice

1) Scoop out all the watermelon, cantaloupe, and honeydew balls you can get.
2) Combine melon balls in large bowl.
3) Wash grapes and put in the large mixing bowl.
4) Add the juice and mix well.
5) Slice and add bananas just before serving.

Cottage cheese pudding

Equipment
4 custard cups
Large bowl
Measuring cups and spoons

Ingredients
1/2 cup cottage cheese
1/2 cup cooked pumpkin
1 egg
2 tablespoons honey
Pinch of salt
Nutmeg

1) Preheat oven to 350 degrees F.
2) Grease 4 custard cups.
3) Mix together well: cottage cheese, pumpkin, egg, honey, and salt.
4) Pour into 4 custard cups.
5) Sprinkle on nutmeg.
6) Place cups in a pan of hot water.
7) Bake until firm, about 20 minutes.
8) Cool and eat.

Two-hour bread

Equipment
1 large bowl
Measuring cup and spoons
Dish towel
1 loaf pan

Ingredients
1-1/2 cup warm water
4-1/2 teaspoons dry yeast
1/4 cup honey or molasses
4-1/2 teaspoons oil
3-1/4 cups whole wheat flour
1/2 teaspoon salt
1/2 cup powdered milk

1) Preheat oven to 375 degrees F. and grease one loaf pan.
2) Mix in large bowl: warm water, yeast, honey or molasses; let sit 5 minutes.
3) Add oil to yeast mixture.
4) Mix in: whole wheat flour, salt, powdered milk.
5) Let rise in a warm place covered—15 minutes.
6) Sprinkle flour on table and hands.
7) Knead well for 10 minutes.
8) Place dough in greased loaf pan.
9) Let rise 15 minutes in warm place.
10) Bake approximately 40 to 50 minutes.

Soft pretzels

Equipment
Large mixing bowl
Cookie sheet
Measuring cup and spoons

Ingredients
1-1/2 teaspoons yeast
6 tablespoons warm water
1/2 teaspoon salt
1-1/2 teaspoons sugar
1 cup flour
Egg, beaten
Sesame seeds

Yield: 6 pretzels

1) Preheat oven to 425 degrees F.
2) Measure warm water into a large mixing bowl.
3) Sprinkle on yeast and stir until it dissolves.
4) Add salt, sugar, and flour.
5) Mix and knead dough.
6) Every child gets a small ball of dough (2-inch diameter) to roll and twist into letters, numerals, shapes.
7) Grease cookie sheet.
8) Lay pretzel on greased cookie sheet.
9) Brush pretzels with beaten egg and sprinkle with sesame seeds.
10) Bake at 425 degrees F. for 12-15 minutes.

Breadsticks

Equipment
Large bowl
Measuring cup and spoons
Board
Dish towel
Cookie sheet

Ingredients
1/2 cup warm water
3/4 teaspoon sugar
3/4 teaspoon active dry yeast
3/4 teaspoon salt
1-1/2 cups whole wheat flour
Sesame or poppy seeds

Yield: 6 breadsticks

1) Preheat oven to 400 degrees F.
2) Pour the warm water into a large bowl.
3) Add the brown sugar and sprinkle the yeast on top of the warm water.
4) In a few minutes, when the yeast comes bubbling to the top, stir in 1/2 of the whole wheat flour (3/4 cup).
5) Beat very well, until the dough becomes smooth and stretchy.
6) Add the salt and remaining flour by quarter cups, mixing well.
7) Knead it in the bowl until it is no longer sticky, then turn it out onto a floured board.
8) As the dough gets stiffer and harder to knead, sprinkle the flour on the tabletop or board and knead the dough on top of it.
9) Knead, push, fold until the dough is soft and springy to touch, and return it to the bowl.
10) Cover the bowl snugly with a dish towel, allowing room for dough to double in bulk.
11) Divide the dough into balls the size of golf balls.
12) Using a brisk back and forth motion, roll each ball into a stick about 1/2 inch by 12 inches. (If dough is sticky, a light dab of grease on the hands will help.)
13) Roll the breadsticks in sesame or poppy seeds.
14) Place them on a greased cookie sheet and let them rise 15 minutes before baking—or—put them immediately into the oven about 15 minutes until they turn a warm golden brown.

Note: Those baked on the lowest rack will probably need to be turned after ten minutes.
Variation: Knead in chopped herbs, oregano, dill, parsley, or thyme. Brush bread sticks with beaten egg.

Corn bread

Equipment
Measuring cups and spoons
Bowls
Spoon
Egg beater

Ingredients
1-1/4 cups flour
3/4 cup corn meal
1/4 cup sugar
5 teaspoons baking powder
3/4 teaspoon salt
1 egg
1 cup milk
2 tablespoons melted margarine

Yield: 16 squares

1) Preheat oven to 375 degrees F.
2) Combine flour, corn meal, sugar, baking powder, and salt in a large bowl.
3) Stir well.
4) Beat egg with milk.
5) Melt margarine.
6) Add egg-milk mixture and melted margarine to flour mixture.
7) Stir well.
8) Grease 8-inch square pan.
9) Bake 30-35 minutes.

Pancakes

Equipment
Bowls
Measuring cups and spoons
Egg beater
Spatula
Griddle or frying pan

Ingredients
6 tablespoons all-purpose white flour
6 tablespoons whole wheat flour
1/2 teaspoon salt
4-1/2 teaspoons sugar
1 scant teaspoon baking powder
1 egg
4-1/2 teaspoons melted margarine
1/2 cup milk
Oil for frying

1) Mix flours, salt, sugar, and baking powder together in a large bowl.
2) Beat egg.
3) Mix egg, milk, and melted margarine together.
4) Add liquids to dry ingredients.
5) Stir well, if needed add a little more milk until the consistency of heavy cream.
6) Put some pancake batter on hot, oiled griddle.
7) Turn when bubbles form.

Variation: Add sliced bananas, nuts, or blueberries on top of pancakes when they first are put on the griddle.

Chapatis (Indian flatbread)

Equipment
Bowl
Rolling pin
Towel
Skillet
Measuring cups

Ingredients
1 cup whole wheat flour
1/4–1/2 cup water

1) Place flour in a bowl.
2) Make a well in the center, pour 1/4 cup water in well.
3) Blend water and flour with spoon or fingers.
4) Knead into a ball, if crumbles, add up to 1/4 cup more water.
5) Knead on floured surface for 10 minutes, until smooth and elastic.
6) Let dough rest 30 minutes in bowl with damp towel over it.
7) Divide dough into 5 parts.
8) Form into a ball, then roll into a 6-inch round.
9) Heat ungreased skillet (cast iron is best) until a drop of water splutters instantly.
10) Place chapati in the pan.
11) Constantly rotate the chapati for 1 minute.
12) Turn over and rotate this side for 1 minute or until lightly browned.

Cheese wafers

Equipment
Grater
Measuring cup and spoon
2 cookie sheets

Ingredients
1/4 cup or 4 tablespoons cheddar cheese, grated
4 tablespoons butter
1/4 cup white flour
1/4 cup whole wheat flour
2 teaspoons sesame seeds

1) Preheat oven to 375 degrees F.
2) Combine in large bowl: cheddar cheese, butter, white flour, and whole wheat flour.
3) Mix well.
4) Roll dough into 24 small balls.
5) Flatten them on cookie sheets.
6) Sprinkle with sesame seeds.
7) Bake for 6-8 minutes.

Cottage cheese pancake

Equipment
Large bowl
Flour sifter or strainer
Measuring cups and spoons
Griddle or frying pan

Ingredients
1/2 cup cottage cheese (small curd)
1 egg
1/4 teaspoon salt
1 teaspoon oil
3 tablespoons whole wheat flour, sifted
Applesauce

1) Strain cottage cheese.
2) Beat egg in large bowl.
3) Mix together with egg in bowl: cottage cheese, salt, oil, and sifted flour.
4) Spoon batter onto lightly oiled, hot griddle.
5) Fry both sides until lightly browned.
6) Serve hot with applesauce.

Oven-fried chicken

Equipment
Small saucepan
Measuring cups and spoons
Paper bag
Pastry brush
Plate
Large shallow baking pan
2 potholders
Tongs
Serving platter

Ingredients
1/4 cup butter
1 teaspoon salt
1/4 teaspoon pepper
1 cup crushed cornflakes
4 pieces of a broiler/fryer chicken

1) Preheat oven to 375 degrees F.
2) Melt butter or margarine in a small saucepan.
3) Add salt and pepper.
4) Place crushed cornflakes in a clean, strong paper bag.
5) Brush chicken with butter mixture using pastry brush.
6) Shake chicken in the bag to coat thoroughly, then put on a plate.
7) Place chicken pieces skin-side-up in the ungreased pan so that they don't touch each other.
8) Bake at 375 degrees F. for 1 hour—do not turn.
9) Remove chicken with tongs to the serving platter.

Tuna fish salad

Equipment
2 small saucepans
Bowl
Bottle
Knife
Saucepan and cover

Ingredients
3 ounces tuna fish
2 small potatoes, cooked
2 eggs, hard cooked
Olive oil and vinegar
Salt and pepper

1) Cook potatoes and eggs, separately.
2) Peel eggs and potatoes and dice.
3) Mix eggs, potatoes, and tuna fish together in bowl.
4) Mix the dressing by combining two parts oil to one part vinegar; add salt and pepper to taste.
5) Pour dressing over tuna, egg, and potato mixture.

Rice meatballs

Equipment
1 large bowl
Measuring cups and spoons

Ingredients
1/4 pound ground beef
2 tablespoons rice, uncooked
1 egg
1/4 small onion, chopped or grated
Pinch of pepper
1 teaspoon parsley, chopped
1/2 cup tomato juice

1) Preheat oven to 450 degrees F.
2) Put in a big bowl and mix together: ground beef, rice, egg, onion, thyme, salt, pepper, and parsley.
3) Shape the meat mixture into 4 balls.
4) Put them in a pan big enough to hold them all in one layer and place in the oven for about 15 minutes until they are brown.
5) Take them out of the oven and pour the tomato juice into the pan.
6) The balls should be covered with juice, if they're not, add more juice or a little water.
7) Cover the pan tightly.
8) Put back in the oven and turn heat down to 325 degrees F. Let them cook for about an hour, until the rice is tender.

Tuna and corn casserole

Equipment
Frying pan
Measuring cup and spoons
1 large bowl
Casserole dish
Strainer

Ingredients
One 3-1/2 ounce can tuna
2 tablespoons onion, chopped
1 tablespoon green pepper, chopped
1 tablespoon margarine, melted
2 ounces dry macaroni
5 ounces cream-style corn, canned
3 tablespoons milk
Dash salt
Dash pepper
Paprika

1) Preheat oven to 350 degrees F.
2) Drain tuna and break into pieces.
3) Cook onion and green pepper in margarine until tender.
4) Cook macaroni as directed on package, drain.
5) Combine all ingredients except paprika.
6) Place in a small, well-greased casserole dish or 4 individual Pyrex cups.
7) Sprinkle with paprika.
8) Bake in a moderate oven, 350 degrees F., for 25 minutes.

Cottage cheese noodle pudding

Equipment
Strainer
Pot
Bowl
Saucepan
Measuring cups and spoons
4 custard cups

Ingredients
1-1/2 cups cooked medium egg noodles, enriched
1 egg
1/4 cup yogurt
1 tablespoon sugar
1/4 teaspoon salt
1/2 cup cottage cheese
2 teaspoons melted butter
Bread crumbs

1) Cook noodles until tender and drain.
2) Beat eggs, yogurt, salt, and sugar together.
3) Stir in cheese and noodles.
4) Put in 4 buttered custard cups.
5) Sprinkle with bread crumbs and butter.
6) Bake at 375 degrees for 20–25 minutes, or until a knife comes out clean.

Variation: Add raisins and nuts or pineapple chunks or apple pieces.

Blanketed meatballs

Equipment
Large bowl
9-inch or 10-inch pie pan
Measuring cups and spoons

Ingredients
Meatballs:
1 egg
1 teaspoon onion flakes
1 teaspoon soy sauce
2 teaspoons catsup
1/4 pound ground beef
Batter:
1 egg
1/3 cup milk
1/3 teaspoon soy sauce
1 teaspoon vegetable oil
1/4 cup unbleached flour
1/3 teaspoon baking powder
1/8 cup wheat germ

1) Preheat the oven to 350 degrees F.
2) Mix together ingredients for meatballs: egg, onion flakes, soy sauce, catsup,and ground beef.
3) Grease the 9-inch or 10-inch pie pan. Shape the meat mixture into little balls and put them in the pan.
4) Now make the batter. Beat egg until foamy.
5) Stir in milk, soy sauce, and vegetable oil.
6) Sift in unbleached flour and baking powder.
7) Stir in wheat germ.
8) Pour the batter over the meatballs.
9) Bake about 50 minutes until batter is golden and puffy.
10) Serve at once.

Boiled won tons

Equipment
Sharp knife
Cutting board
Measuring spoons
Large bowl

Ingredients
4 teaspoons chicken breast, finely chopped (or ground beef)
1/2 teaspoon onion, chopped
1 teaspoon broccoli and/or spinach, frozen, chopped, and drained
8 drops soy sauce
2 teaspoons beaten egg
1 teaspoon wheat germ
8 won ton skin
Hot chicken broth

1) Mix together in bowl: chopped chicken or ground beef, onion, broccoli and/or spinach, soy sauce, beaten egg, and wheat germ.
2) Stir with fork.
3) Put a heaping teaspoon of this mixture in the center of each won ton.
4) Roll one side over filling, tuck under.
5) Roll up in a tube to 1/2 inch from edge.
6) Pull end around, overlap, pinch.
7) Drop won tons into hot chicken broth.
8) Bring broth to a boil.
9) Lower heat, simmer 15 minutes, and serve with a little broth.

Tacos with a twist

Equipment
1 large bowl
6 small bowls
Cutting board
Knife
Grater
Skillet
Measuring cups

Ingredients
1/4 package taco seasoning mix, optional
1/4 pound hamburger
1/4 cup shredded raw lettuce
1/4 cup chopped onion
1/2 cup tomato cut in wedges or chopped
1/4 avocado
2 ounces American or cheddar cheese cut in strips (2 ounces = 2 slices)
5 taco shells
Pinch of lemon juice

1) Prepare hamburger following seasoning mix directions.
2) Prepare avocado, peel, pit, and slice into bite-sized pieces, sprinkle with lemon to prevent browning.
3) Prepare vegetables and cut cheese into strips.
4) Put each ingredient into individual bowls.
5) Fill taco shells with desired ingredients from the bowls.

Variation: Chunks of cooked turkey or chicken can be mixed with the seasoning mix instead of hamburger.

Pizza

Equipment
Small bowl
Large bowl
Measuring cups and spoons
Basting brush
Rolling pins
Cookie sheet
Knife
Cutting board

Ingredients
Crust
1-1/2 tablespoons dry yeast (1/2 package)
1/2 cup warm water
1 teaspoon sugar
1-1/2 cups flour
3/4 teaspoon salt
1-1/2 tablespoons oil
2 cups tomato sauce
1/2 pound mozzarella cheese
Toppings:
Any combination of green pepper, mushrooms, meatballs, sausage, pepperoni, anchovy, onion

Yield: 14 inch pizza or four smaller pizzas

1) Preheat oven to 425 degrees F.
2) Dissolve yeast in 1/4 cup of warm water, add sugar, let it sit for 10 minutes.
3) Add yeast mixture and 1/4 cup warm water to a large bowl.
4) Mix the flour and salt together.
5) Add flour and salt mixture to the liquid, stirring while adding.
6) Knead for a short while.
7) Add the oil.
8) Knead again until dough is smooth and elastic.
9) Form a ball, brush with oil.
10) Punch down, divide in 4 or leave whole.
11) Roll into circles, 1/4 inch thick on floured board.
12) Put on oiled pizza pan or cookie sheets, pinch edges up.
13) Put sauce on dough.
14) Grate cheese.
15) Cut up toppings into slices.
16) Add toppings then cheese.
17) Bake at 425 degrees F. for 15–20 minutes.

Variation: Put sauce, cheese and toppings on a half of toasted muffin or pat prepared biscuit mix into circles and add sauce and toppings.

Chinese chicken soup

Equipment
Pot
Cutting board
Knife
Measuring cup

Ingredients
2 cups hot chicken broth
16 strands, thin vermicelli
1/2 celery stalk, in thin slices
4 tablespoons green onion, chopped
6 pieces bamboo shoots
4 mushrooms, sliced
1 tofu cube
1 beaten egg
Optional: thin-shred cooked chicken;
4 pea pods, sliced; or
20 fresh or frozen peas

1) Heat chicken broth in pot.
2) Add to broth: thin vermicelli, thin celery slices, chopped green onion, bamboo shoots, mushrooms, tofu cube, pea pods, and chicken pieces if desired.
3) Slowly add beaten egg.
4) Simmer 10 minutes or until noodles are done.

Chicken soup with rice

Equipment
1 large pan
Measuring cup and spoons
Strainer
Knife
Vegetable peeler

Ingredients
3 pounds chicken
2 teaspoons salt
8–10 cups water
1 carrot, sliced
1 parsnip, sliced
1 celery stalk, sliced
1/2 bay leaf
1/2 teaspoon dill weed
3/4 cup rice cooked

Yield: 2 quarts soup

1) Clean the chicken.
2) Place cleaned chicken in a large pot and add the water.
3) Add salt and bring to boil.
4) Add sliced celery, sliced carrot, sliced parsnip, and bay leaf.
5) Simmer for about 1 to 1-1/2 hours or until chicken is tender.
6) Set aside and cool.
7) Remove chicken meat from bones.
8) Strain broth.
9) Add cooked rice and chicken if desired; chicken can be served for other dishes.
10) Heat and serve.

Quick vegetable soup

Equipment
Sharp knife
Cutting board
Pot
Peeler
Measuring cup

Ingredients
2 cups water*
2 bouillon cubes
1 carrot, sliced
1/2 potato, diced
1/4 pound fresh or frozen peas
1 ounce small shell macaroni
1/2 onion, quartered

1) Peel and cut up vegetables, shell peas.
2) Place vegetables in a pot with water, bouillon cubes, and macaroni.
3) Cook 20–30 minutes or until vegetables are tender.

*Vegetable or meat broths may also be used and bouillon cubes omitted.

Cold cucumber soup

Equipment
Vegetable peeler
Knife
Measuring cups and spoons
Saucepan

Ingredients
1 small cucumber
2 cups chicken stock
1/2 cup sour cream or yogurt
Grated lemon rind, salt, and pepper as needed

1) Peel, remove seeds, dice cucumber, and put in saucepan.
2) Add chicken stock.
3) Cook these ingredients until the cucumber is soft.
4) Cool them slightly.
5) Put them through a food mill or blender with the sour cream.
6) Season with grated lemon rind and salt and pepper.
7) Chill thoroughly.
8) Serve sprinkled with chives.

Corn chowder

Equipment
Cutting board
Knife
Measuring cups and spoons
Saucepan
Vegetable peeler
Can opener

Ingredients
2 tablespoons oil
1-1/2 tablespoons onion, chopped
1/4 celery, chopped
1-1/2 tablespoon green pepper, chopped
1-1/2 cup potatoes, raw, peeled and diced
1 cup water
1/4 teaspoon salt
1/8 teaspoon paprika
1/4 bay leaf
1-1/2 tablespoons flour
1/4 cup milk
3/4 cup **hot** milk
1 cup whole kernel corn

1) Heat oil.
2) Add onion, celery, and green pepper and sauté until golden brown.
3) Add potato, water, salt, paprika, and bay leaf.
4) Cook until the potatoes are tender.
5) Combine until blended 1/4 cup milk and flour.
6) Bring soup to a boil and add the 1/4 cup milk and flour mixture, stir.
7) Lower heat, add 3/4 cup hot milk and whole kernel corn.
8) Heat, but don't boil the soup.

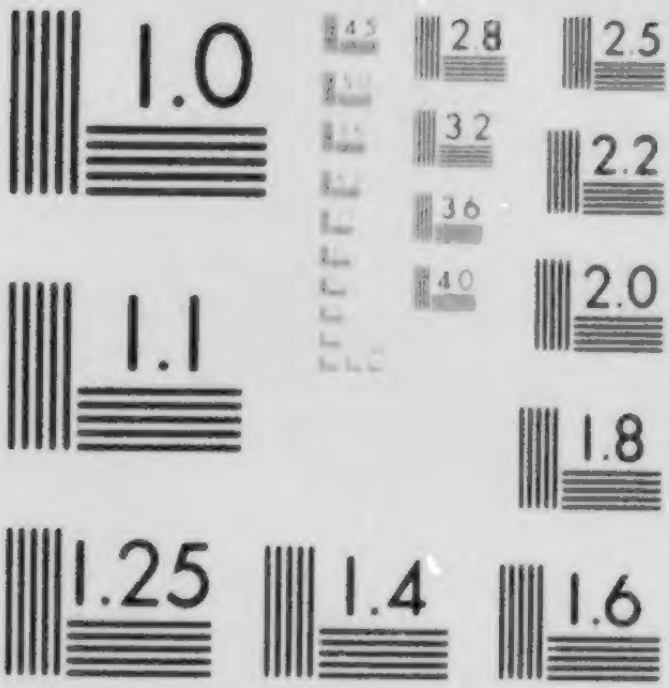
Minestrone

Equipment
Cutting board
Knife
Measuring cups and spoons
Saucepan or pots

Ingredients
1/4 onion, finely chopped
1 tablespoon olive oil
1/2 cup celery, chopped
1 cup chopped fresh tomatoes or canned
2 ounces tomato paste
3/4 cup vegetable stock
2 tablespoons parsley, chopped
1/2 bay leaf
Salt and pepper to taste
1/2 cup water
1/4 teaspoon oregano
1/2 teaspoon basil
1/8 teaspoon rosemary, optional
dash garlic
1/2 cup or more carrot, zucchini, broccoli, potato, green pepper, cabbage, peas, corn, or mushrooms, chopped
1/4 cup cooked lima, kidney, pinto, black or garbanzo beans or sautéd mushrooms
1/4 cup raw whole wheat noodles or whole wheat spaghetti

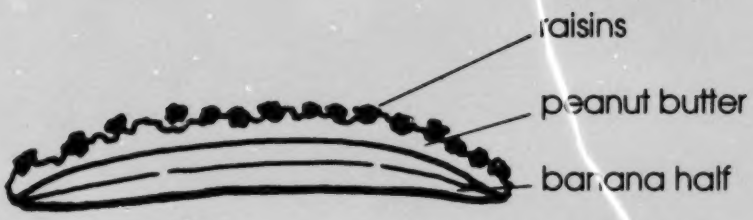
1) Sauté onion and celery in oil until soft.
2) Add the tomatoes or tomato paste and stock water, parsley, and seasonings.
3) Simmer the soup while you prepare whatever grains, beans, and vegetables you wish to add.
4) Add the cooked beans, raw noodles, or spaghetti and cook for 20 minutes.
5) Steam or cook the chopped vegetables in a little water until they are done. If using frozen vegetables, just add to soup for at least 10 minutes.
6) Ten minutes before serving the soup, combine it with cooked vegetables.
7) Add the leafy vegetables 5 minutes before serving.
8) After combining all the ingredients, bring the soup to a boil, then simmer and add seasonings to taste.
9) Garnish with a spoonful of parmesan cheese.

Variation: Add any or all of the following: Parmesan cheese, spinach and/or chard; cut into bite-sized pieces.

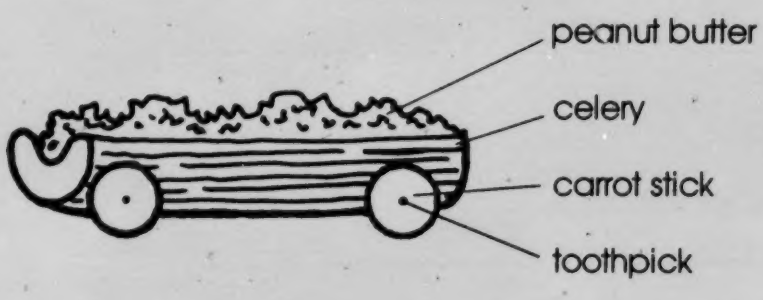


MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963 A

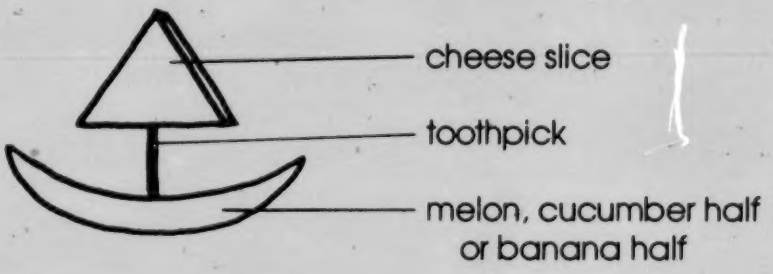
Ants on a log



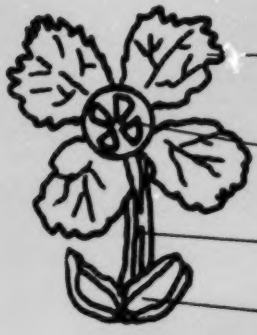
Celery cart



Sailboat



Flower



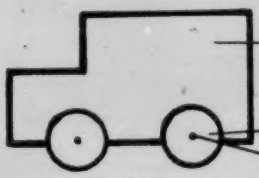
Lettuce, cabbage or spinach leaves

orange or lemon circle

celery

green pepper

Truck



cheese cube or slice

cucumber or carrots

toothpick

Tree

broccoli

mashed potatoes

Snack ideas

Juicy

Citrus fruits
- —orange
- —tangerines
- —grapefruit
  - with dips
  - plain
  - combined with other fruits and nuts

Other fruits
- —plums
- —peaches
- —apricots
- —pears
- —strawberries
- —raspberries
- —blueberries
- —other berries
  - plain
  - with yogurt
  - with milk
- —grapes
- —cantaloupe
- —honeydew
- —other melons
  - wedges
  - balls
  - kabobs
  - salads
- —fresh pineapple
  - skewered with other fruit
  - with cottage cheese or yogurt
  - in chunks
- —apples
  - wedges
  - with cheese or raisins
  - dipped in orange juice and rolled in coconut
  - with dips
  - with peanut butter
- —tomatoes
  - wedged
  - sliced
  - plain or with dips
- —canned unsweetened fruits
- —popsicles
  - fruit juice

Crispy

Carrot sticks
Celery sticks
- —with dip
- —stuffed with cheese

Seeds
- —pumpkin
- —sunflower
- —sesame

Nuts
- —peanuts
- —walnuts
  - with raisins
  - with cheese

Raw vegetables
- —potato strips
- —cauliflower flowerets
- —lettuce wedges
- —turnip sticks
- —green pepper sticks
- —cabbage leaves
- —cucumber strips
- —radishes
- —rutabagas
  - plain
  - with dips
  - combination kabobs
- —zucchini

Enriched cereals (unsugared)
Popcorn
Toast

For warmth

Soups
- —vegetable
- —stock
- —meat
- —noodle
- —creamy vegetable

Hot drinks
- —cider
- —witches' brew
- —hot chocolate
- —herbal tea
- —lemon juice

For thirst

Unsweetened fruit juices
- —orange
- —grapefruit
- —prune
- —lemon
- —apple
- —cranberry
- —pineapple
- ● combinations of
- ● frozen on sticks or in ice cube trays

Vegetable juices
- —V-8
- —tomato

Ice water

Milk chilled
- —whole
- —skim
- —butter
- —flavored

Shakes
- —fruit
- —yogurt
- —milk

For hunger

Eggs
- —hard cooked
- —deviled
- —salad

Yogurt
- —plain
- —with dried or fresh fruit and/or nuts

Cottage cheese
- —plain
- —with cinnamon
- —with fruit
- —with sour cream
- —with pineapple

Banana
- —with peanut butter
- —fried
- —rolled in wheat germ

Peanut butter or cheese
- —rolled in sesame or sunflower seeds
- —rolled in parsley
- —spread on fruits and vegetables
- —on crackers or breads

Turkey and chicken
- —plain
- —with enriched or whole wheat bread
- —with cheese
- —in salad

Enriched cereals
- —plain
- —with milk
- —with yogurt
- —mixed with nuts and/or fruits

Whole wheat toast
- —with cottage cheese or ricotta cheese and cinnamon
- —apple slices and cinnamon
- —cheese

Weights and measures

1 t (teaspoon)	equals	1/6 of a fluid ounce
3 t	equals	1/2 of a fluid ounce
1 T (tablespoon)	equals	3 teaspoons
2 T	equals	1 fluid ounce
1 C (cup)	equals	8 fluid ounces
1 pt. (pint)	equals	16 fluid ounces or 2 cups
1 qt. (quart)	equals	32 fluid ounces or 2 pints or 4 cups
1 lb. (pound)	equals	16 ounces

Metric conversion factors

Volume

1 t (teaspoon)	equals	5 ml. (milliliters)
1/16 t or pinch	equals	.3 ml.
1/8 t	equals	.6 ml.
1/4 t	equals	1.2 ml.
1/2 t	equals	2.5 ml.
1 T (tablespoon)	equals	15 ml.
1/2 T	equals	7.5 ml.
2 T	equals	30 ml.
1 C (cup)	equals	240 ml.
1/4 C	equals	60 ml.
1/3 C	equals	80 ml.
1/2 C	equals	120 ml.
1 pt (pint)	equals	473 ml.
1 qt (quart)	equals	946 ml.
1 qt and 2 T	equals	1 L (liter)

Weight

1 oz (ounce)	equals	28 g. (grams)
.35 oz	equals	1 g.
1 lb (pound)	equals	.45 kg. (kilograms)
2.2 lbs	equals	1 kg.

Temperature

[°F (degrees Fahrenheit) – 32 × 5/9 = °C (Celsius)]

350 °F	equals	176 °C
375 °F	equals	190 °C
400 °F	equals	240 °C

Length

1" (inch)	equals	2.45 cm (centimeters)

Songs about food

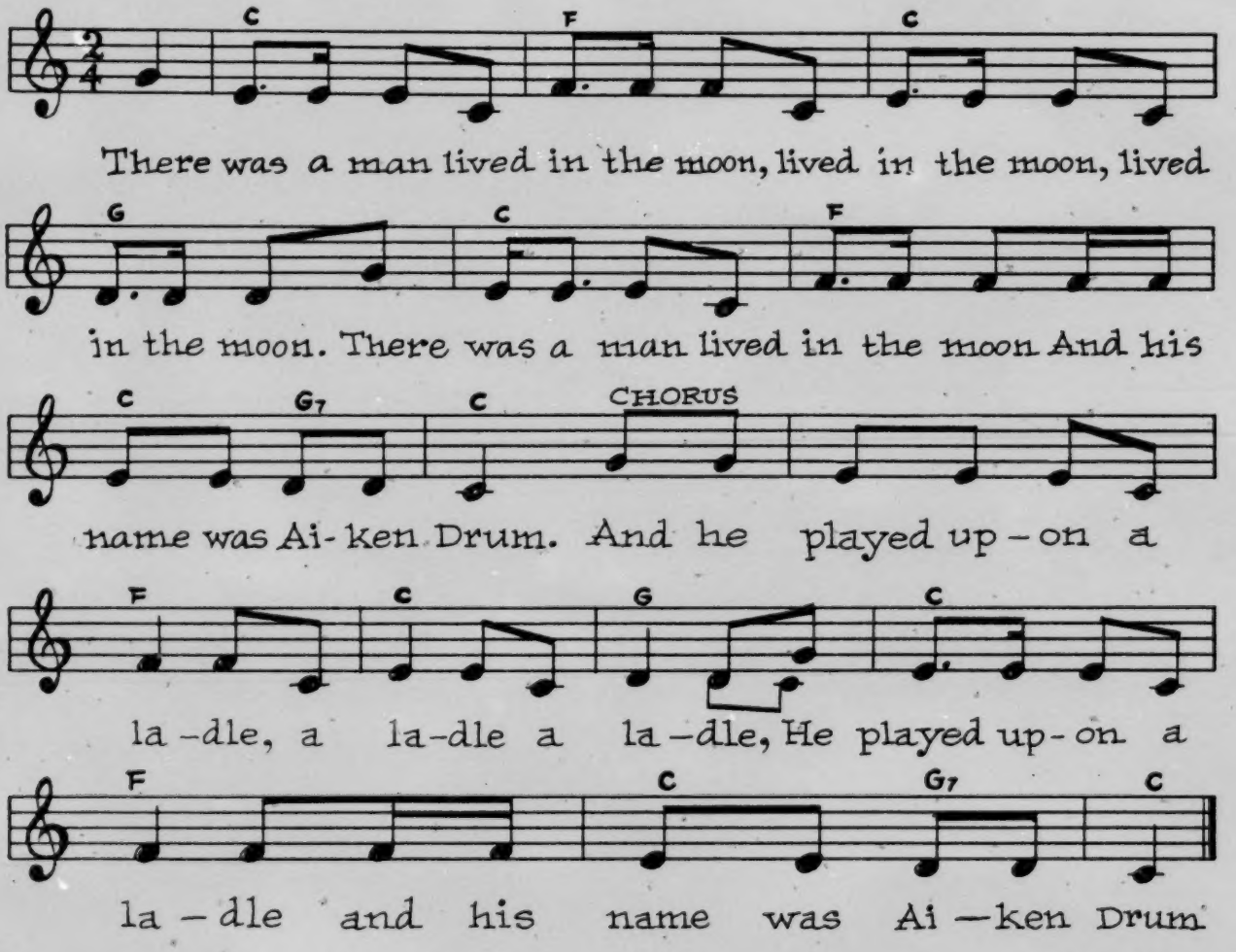
Collected by
Edward A. Frongillo, Jr.

Aiken Drum
Chicago Street Cries
The Cook
Goober Peas
Lunch
A Matter of Taste
The Mill
Mouths
Muffin Man
Nipa Hut
Oats, Peas, Beans
Planting Cabbage
Potatoes
A Song of Bread
Today is Monday
Where, Oh Where is Dear Little Susie?
Who'll Buy My Fruit
Wind in the Corn

Aiken Drum

Traditional Scottish Song

An excellent audience participation song because it stimulates the imagination and is easy to learn and to sing. Ask each child to lead a new verse after first singing a few to teach the song. Encourage composing verses using nutritious foods. An interesting way to sing the song and to promote learning of new foods is to use ethnic themes.


C F C
There was a man lived in the moon, lived in the moon, lived
G C F
in the moon. There was a man lived in the moon And his
C G7 C CHORUS
name was Ai-ken Drum. And he played up-on a
F C G C
la-dle, a la-dle a la-dle, He played up-on a
F C G7 C
la-dle and his name was Ai-ken Drum

And his head was made of cream cheese
Of cream cheese, of cream cheese
His head was made of cream cheese
And his name was Aiken Drum.

And his coat was made of good roast beef
Of good roast beef, of good roast beef
His coat was made of good roast beef
And his name was Aiken Drum.

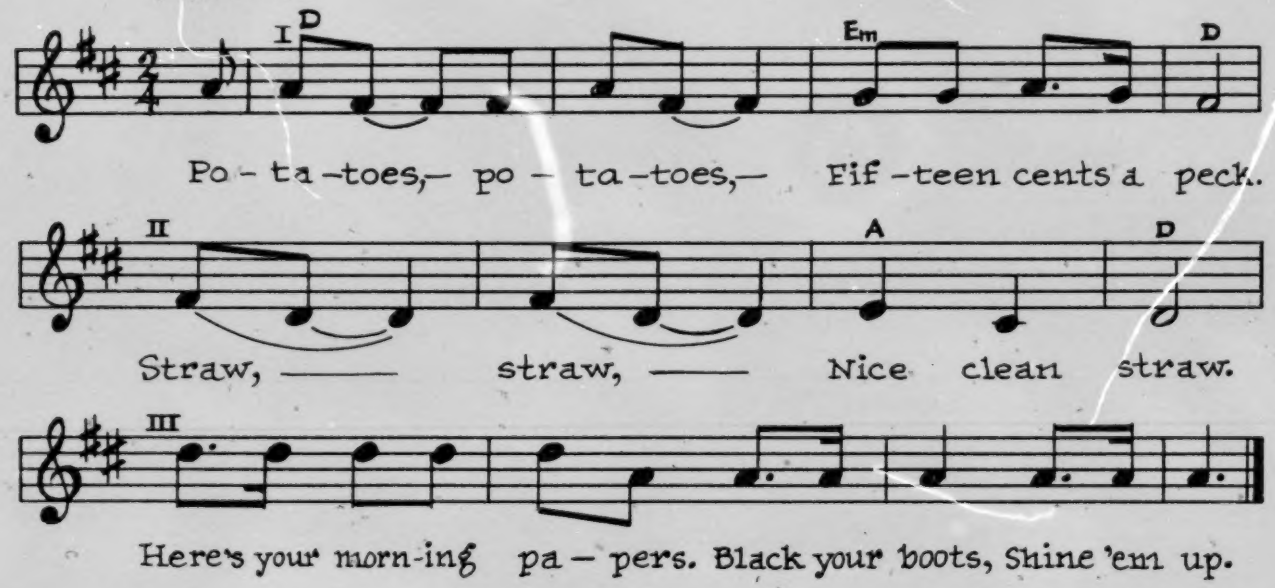
And his breeches were made of haggis bags
And his name was Aiken Drum.

Final verse: And wasn't he a yummy man
And his name was Aiken Drum.

Chicago Street Cries

American Round

Throughout the world, in cities and town, farmers' markets and open-air markets are exciting places where large quantities and a variety of foods and goods can be found. Vendors attract attention with their calls. Markets are wonderful places to expose children to raw and prepared foods.



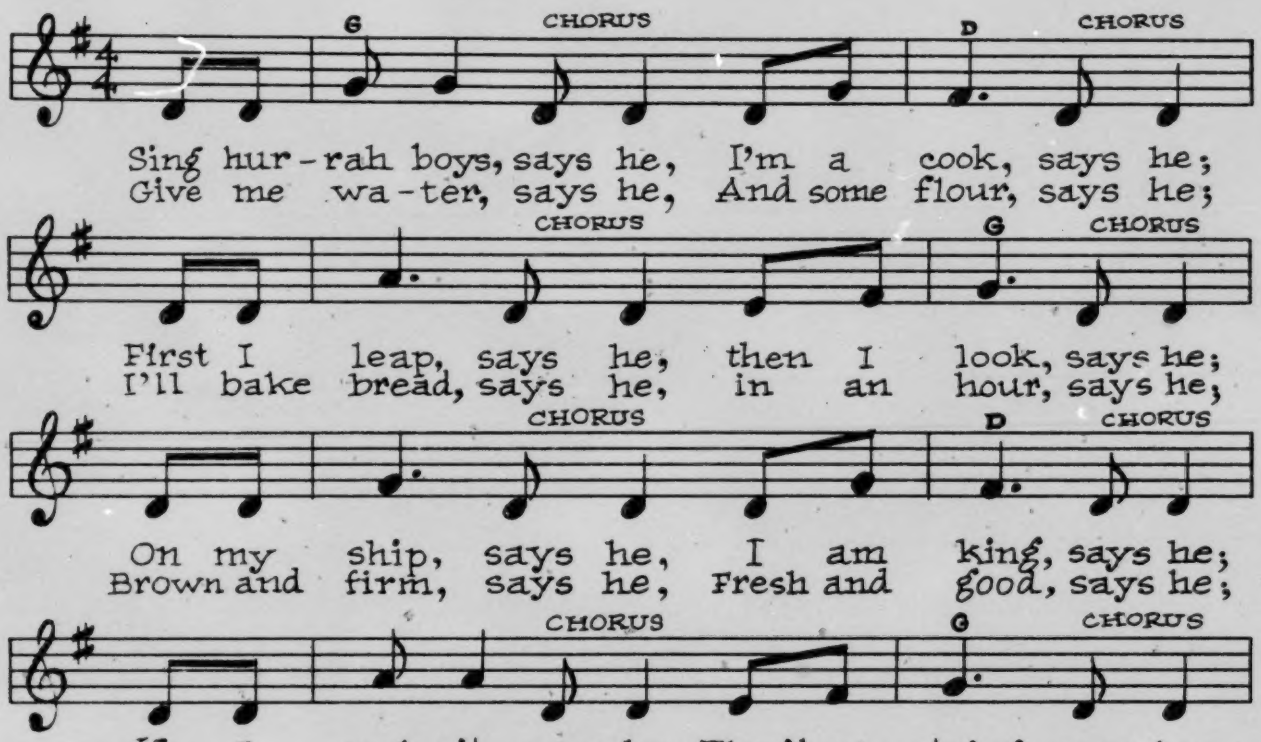
After the song is learned, sing it as a round.

The Cook

Arranged by E. A. Frongillo, Jr.

River Shantey

Sailors sang many songs to help pass time, to provide rhythm for various physical tasks, and for amusement. The cook might be the object of a humorous song.


G
CHORUS
D
CHORUS
Sing hur-rah boys, says he, I'm a cook, says he;
Give me wa-ter, says he, And some flour, says he;
CHORUS
G
CHORUS
First I leap, says he, then I look, says he;
I'll bake bread, says he, in an hour, says he;
CHORUS
D
CHORUS
On my ship, says he, I am king, says he;
Brown and firm, says he, Fresh and good, says he;
CHORUS
G
CHORUS
If I cook it, says he, They'd eat string, says he.
You would swear, — says he, It was wood! says he.

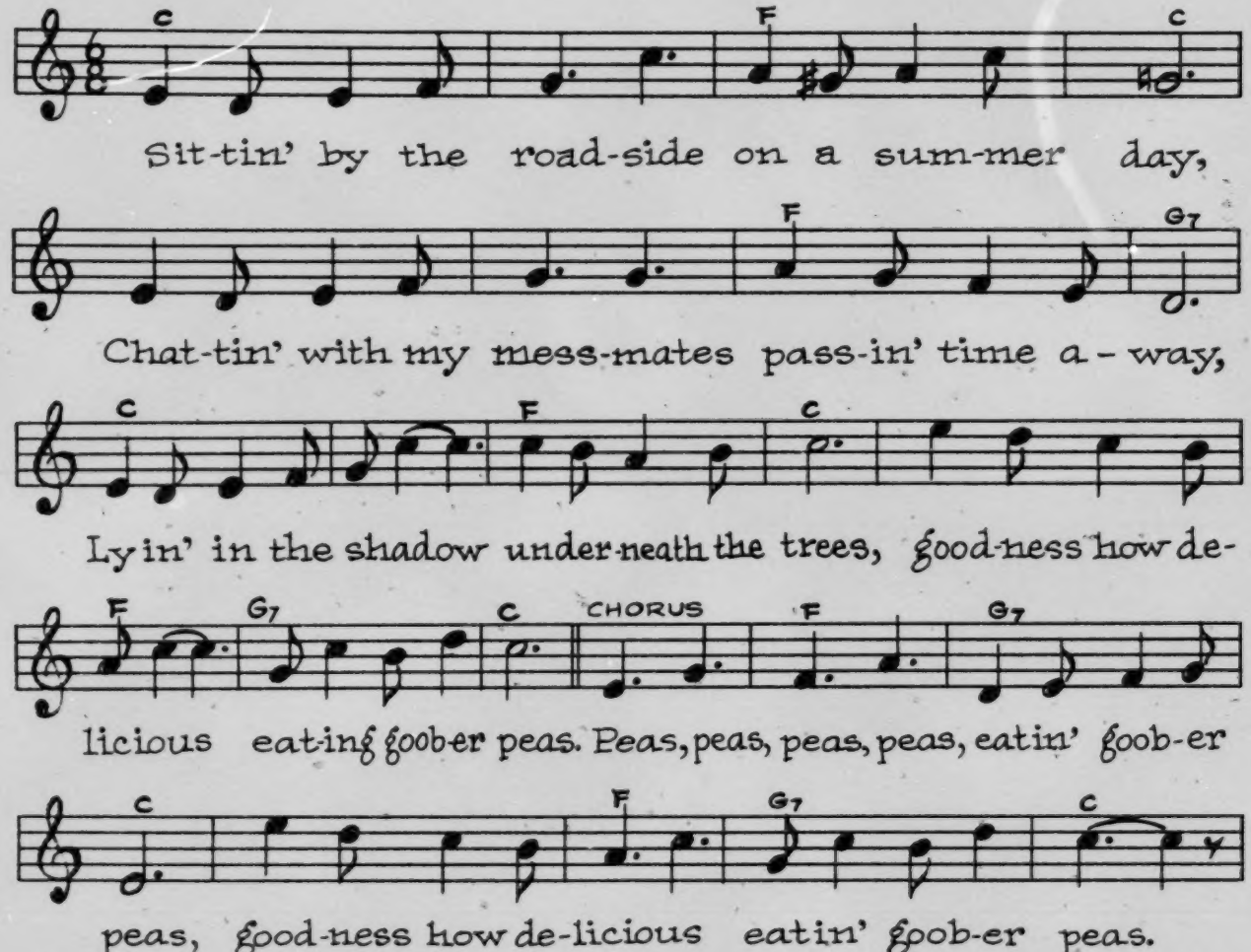
Once a sailor, says he,
Name of Dick, says he,
Was as thin, says he,
As a stick, says he.
Then he ate, says he,
Macaroons, says he,
Now he's round, says he,
As the moon! says he.

My old captain's, says he,
Tough and big, says he,
And he eats, says he,
Like a pig, says he.
Took a great, says he,
Bite of pork, says he,
And he swallowed, says he,
Up his fork! says he.

Collected by Stan Hugill, Shanties from the Seven Seas, E. P. Dutton and Co., Inc., 1961.

Goober Peas

The Civil War, the War between the States, was a singing war. Among the scores of marching songs, sung by soldiers, blue and gray, was this rebel satire on the rationing of "goobers" (peanuts) to the starving Southern troops.



When a horseman passes, the soldiers have a rule.
To cry out at their loudest, 'Mister, here's your mule.
But another pleasure, enchantinger than these,
Is wearing out your grinders, eating goober peas.

Just before the battle the Gen'ral hears a row.
He says, 'The Yanks are coming, I hear their rifles now.'
He turns around in wonder, and what do you think he sees?
The Georgia Militia, eating goober peas.

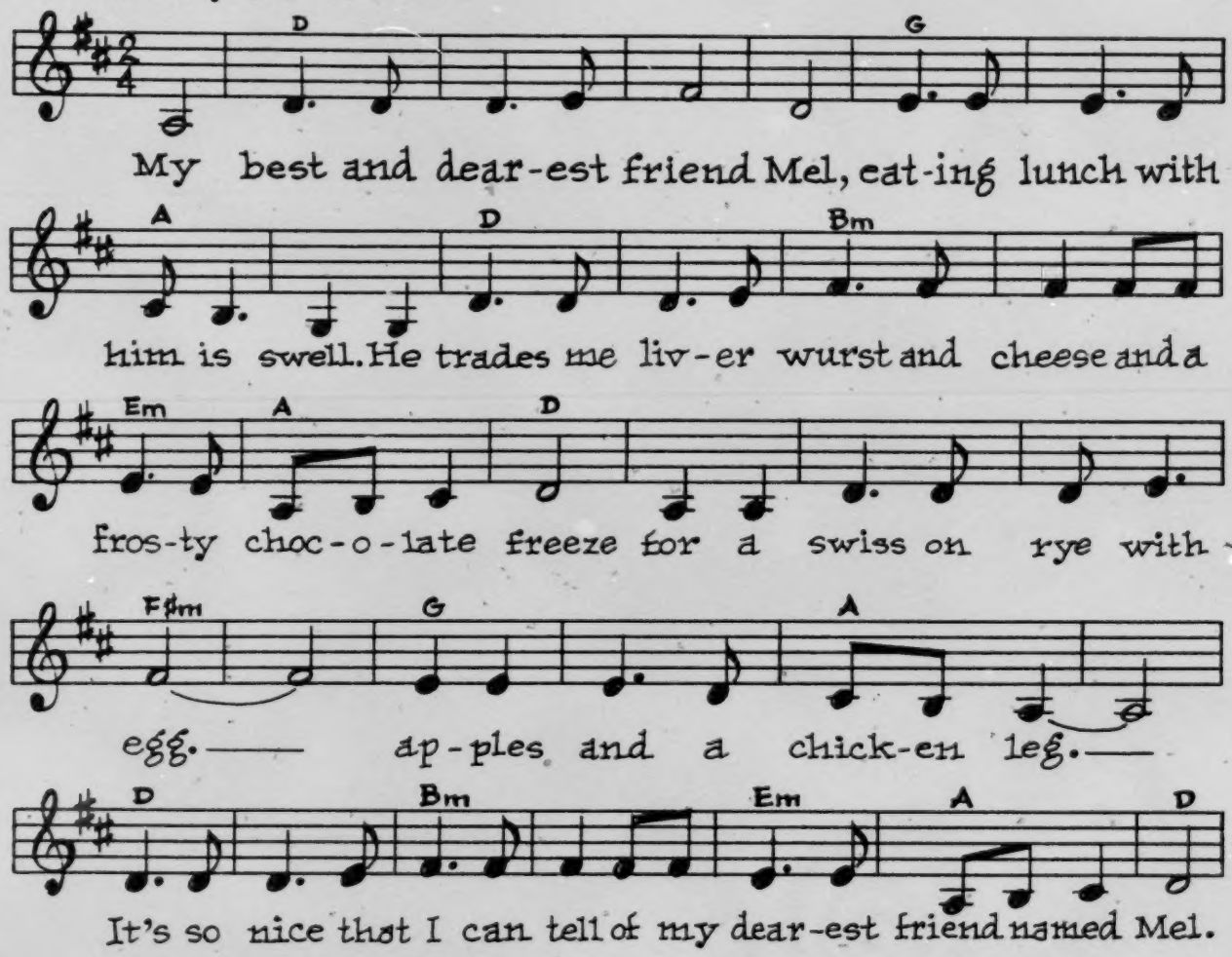
I think my song has lasted almost long enough.
The subject's interesting, but the rhymes are getting tough.
I wish this war was over, when free from dirt and fleas,
We'd kiss our wives and sweethearts, and gobble goober peas.

Lunch

Lyric by Alexander Wollner

Music by E.A. Frongillo, Jr.

Moderately with bounce



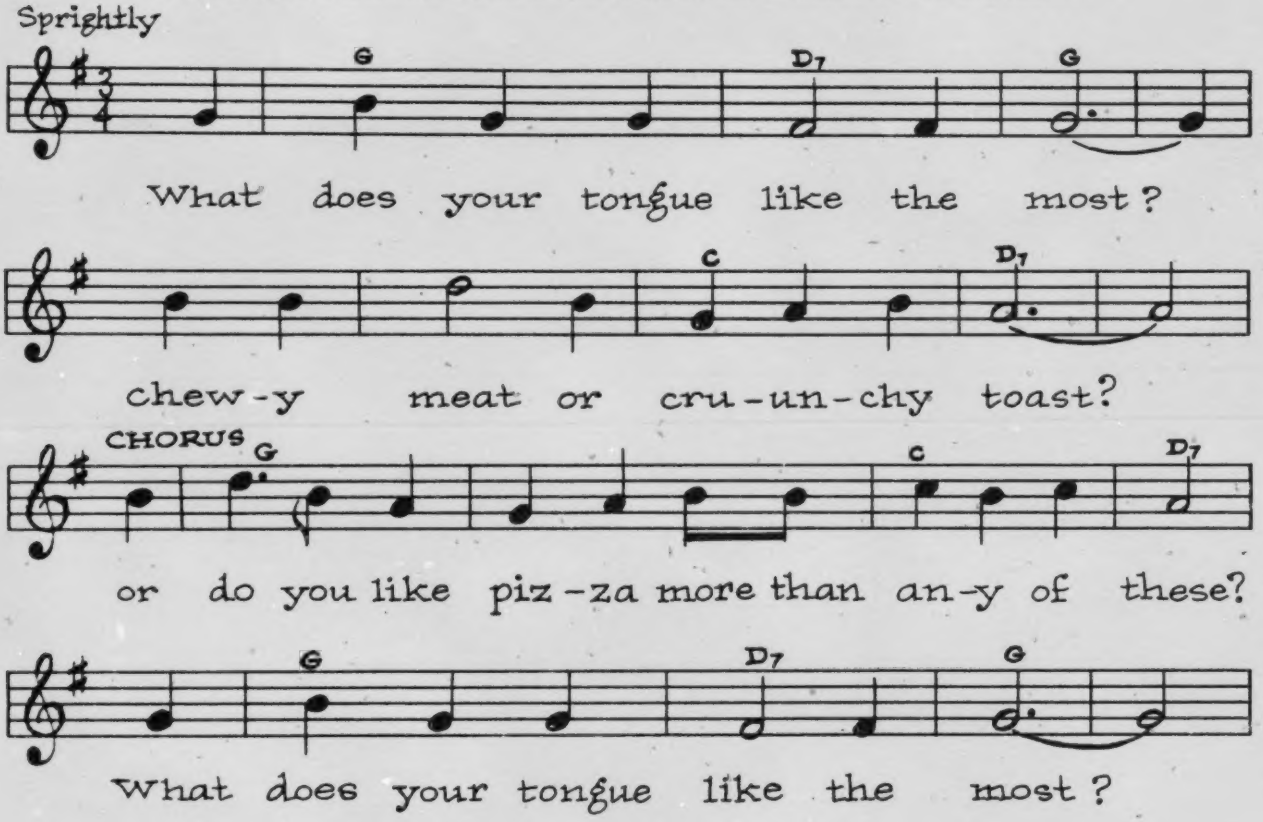
Taken from Munch by Alexander Wollner Reprinted with permission from Crown Publishers, Inc., New York, New York

A Matter of Taste

Lyric by Eve Merriam
Transcribed and arranged by E. A. Frongillo, Jr.

Traditional English Dance and Carol

This lively centuries-old tune seemed to mesh perfectly with Eve Merriam's wonderful poem.



A bumpy pickle or tickly pop?
A soft marshmellow or hard lime drop?

Hot pancakes or a sherbert freeze?
Celery noise or quiet cheese?

Poem by Eve Merriam used with permission. New York: Atheneum, 1962.

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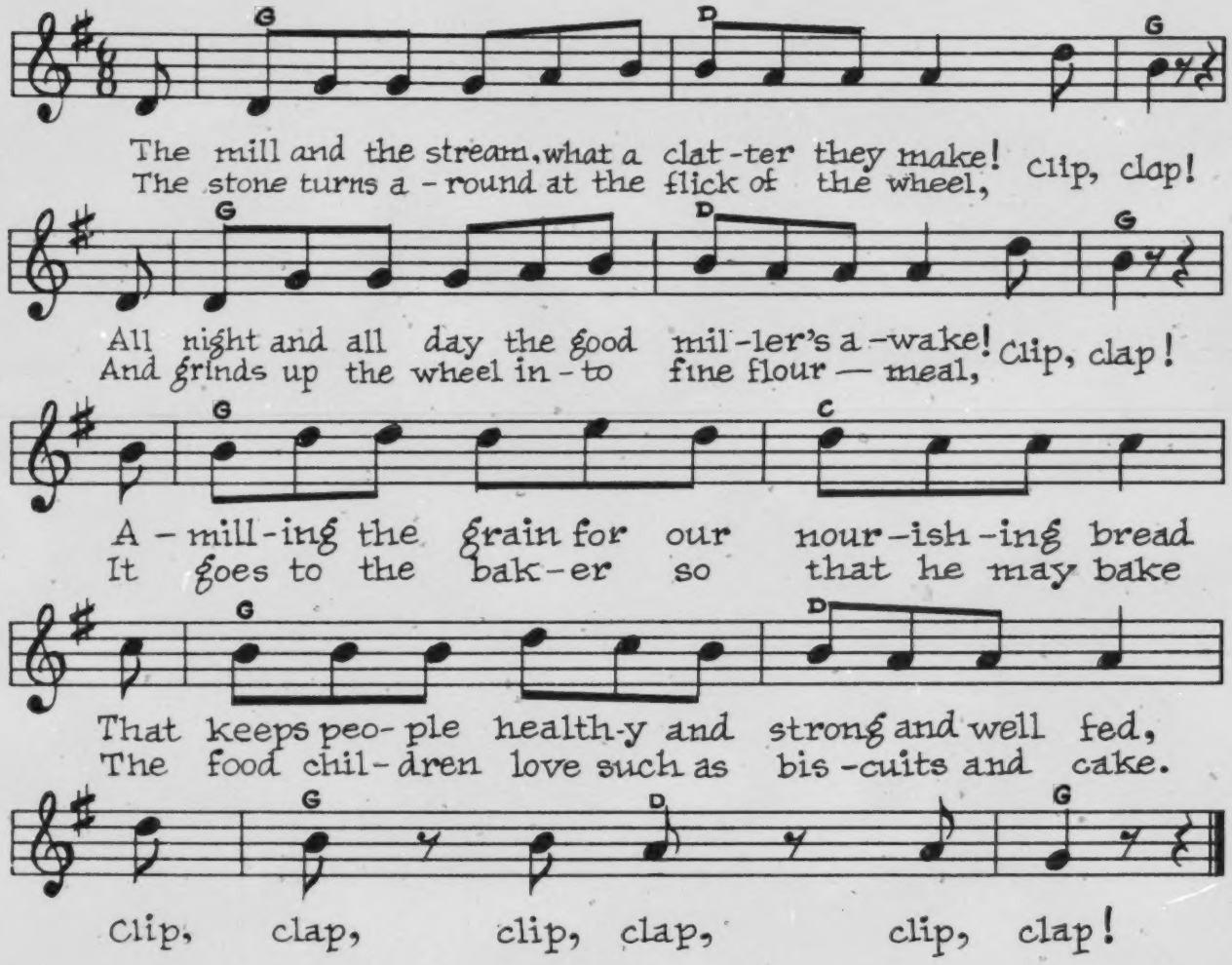
The Mill

English Words by Margaret Marks

German Folk Song

G
D
G
The mill and the stream, what a clat-ter they make! Clip, clap!
The stone turns a-round at the flick of the wheel,
G
D
G
All night and all day the good mil-ler's a-wake! Clip, clap!
And grinds up the wheel in-to fine flour — meal,
G
C
A-mill-ing the grain for our nour-ish-ing bread
It goes to the bak-er so that he may bake
G
D
That keeps peo-ple health-y and strong and well fed,
The food chil-dren love such as bis-cuits and cake.
G
D
G
Clip, clap, clip, clap, clip, clap!

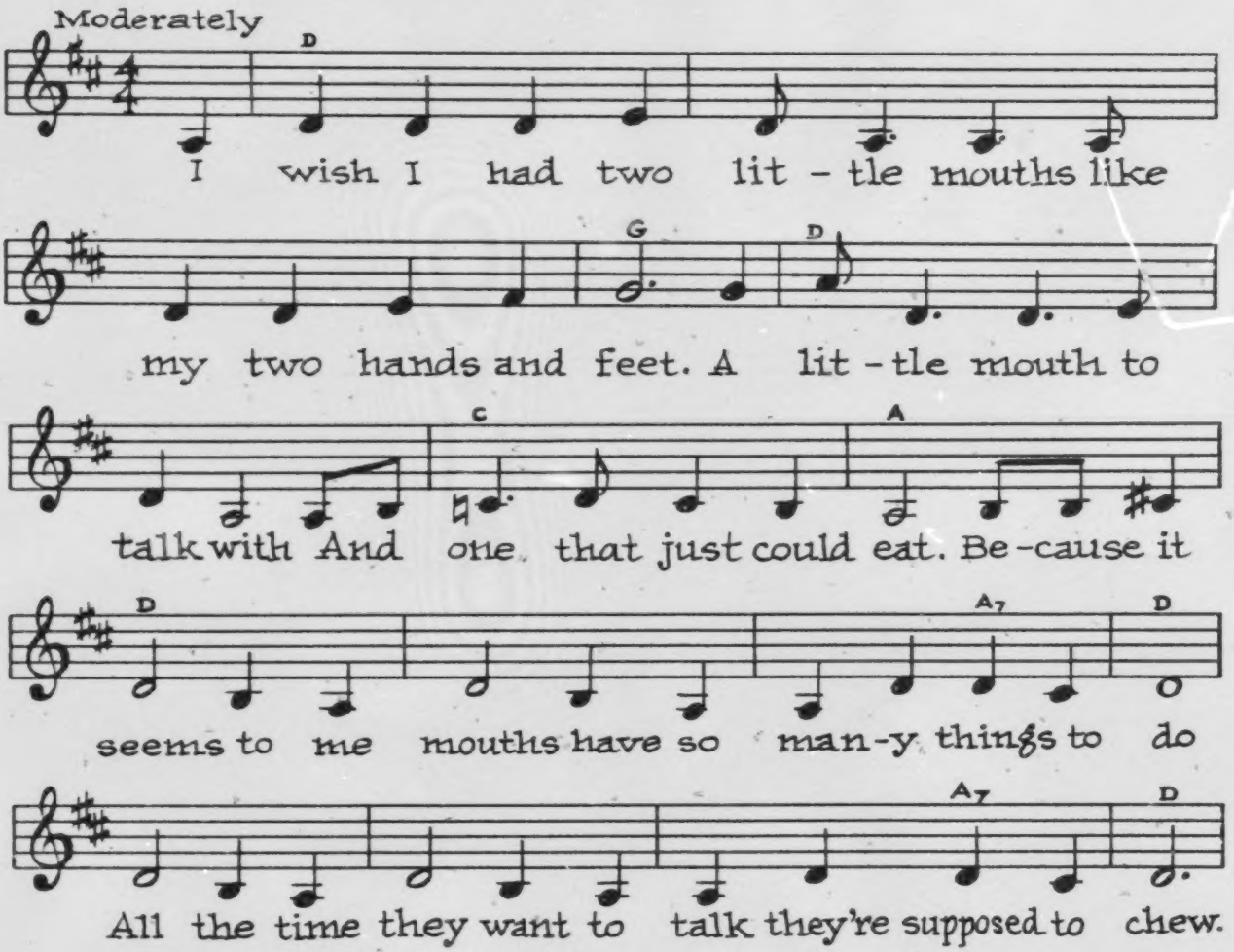
As long as the wheatfields are heavy with grain,
As long as the wheel turns again and again,
Oh, let us be thankful for nourishing bread
That keeps people happy and strong and well fed!

Mouths

Lyric by Dorothy Aldis

Tune "Love and Freedom" by Mary Brooksbank

This poem of Dorothy Aldis is a fun way to consider table manners.

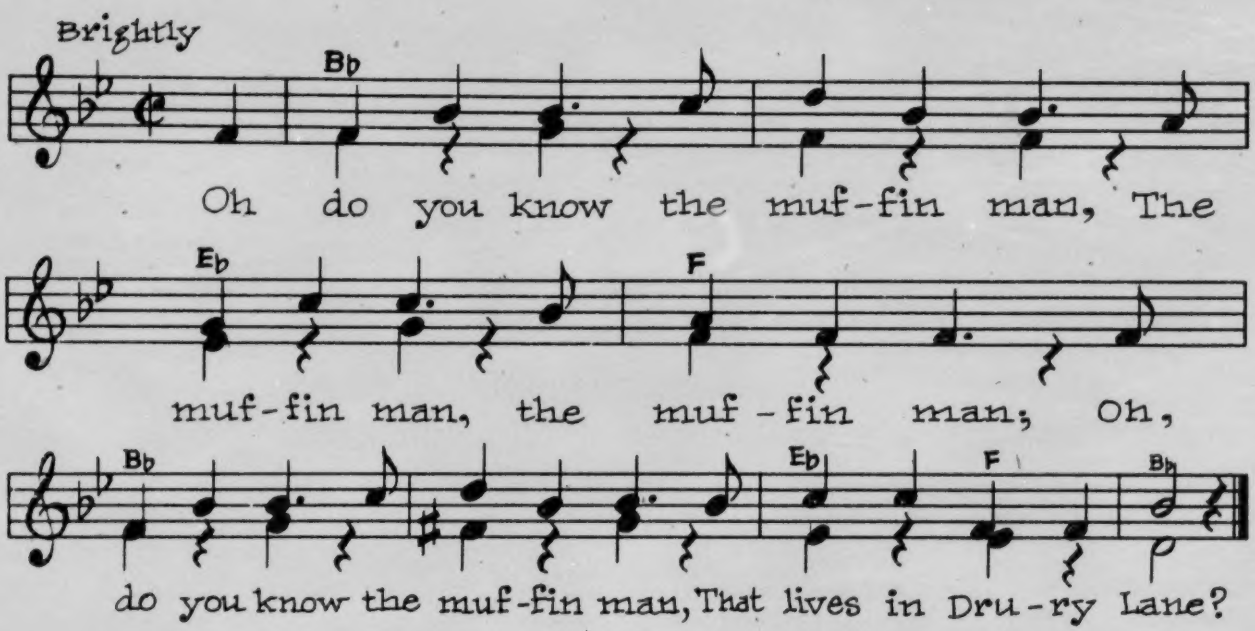

Moderately
D
I wish I had two lit - tle mouths like
G
D
my two hands and feet. A lit - tle mouth to
C
A
talk with And one that just could eat. Be - cause it
D
A7
D
seems to me mouths have so man - y things to do
A7
D
All the time they want to talk they're supposed to chew.

Poem by Dorothy Aldis from How to Eat a Poem and Other Morsels, Pantheon Book, 1967.
Song transcribed by Edward A. Frongillo, Jr. from the singing of Cilla Fisher and Artie Trezise, Trailer LER 2100.

Muffin Man

Arranged by Darrell Peter

Old Game Song



Oh, yes, I know the muffin man,
The muffin man, the muffin man;
Oh, yes, I know the muffin man,
That lives in Drury Lane.

Dance

The players stand in a circle, with one or more in the center. The circle dances around and sings the first verse. They then stand still while the player or players in the center choose each a partner who enters the circle with him; they clasp hands and dance around, singing the last verse.

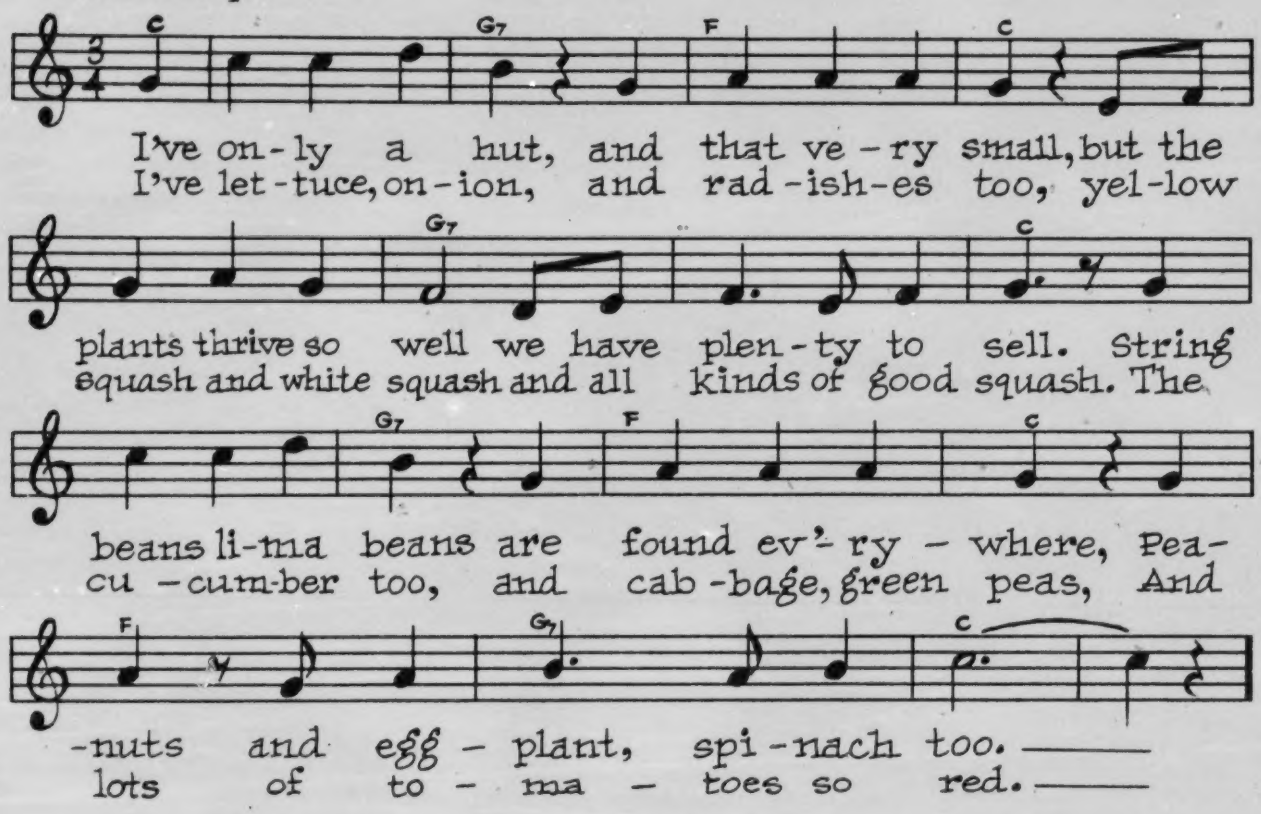
NIPA HUT
Bahay Kubo

English adaptation by
Robert E. Nye

Philippine Folk Song

This song was adapted from the Tagalog language. Nipa is a thatch made from the East Indian Palm.

Waltz tempo


C G7 F C
I've on-ly a hut, and that ve-ry small, but the
I've let-tuce, on-ion, and rad-ish-es too, yel-low
G7 C
plants thrive so well we have plen-ty to sell. String
squash and white squash and all kinds of good squash. The
G7 F C
beans li-ma beans are found ev'-ry-where, Pea-
cu-cum-ber too, and cab-bage, green peas, And
F G7 C
-nuts and egg-plant, spi-nach too.
lots of to-ma-toes so red.

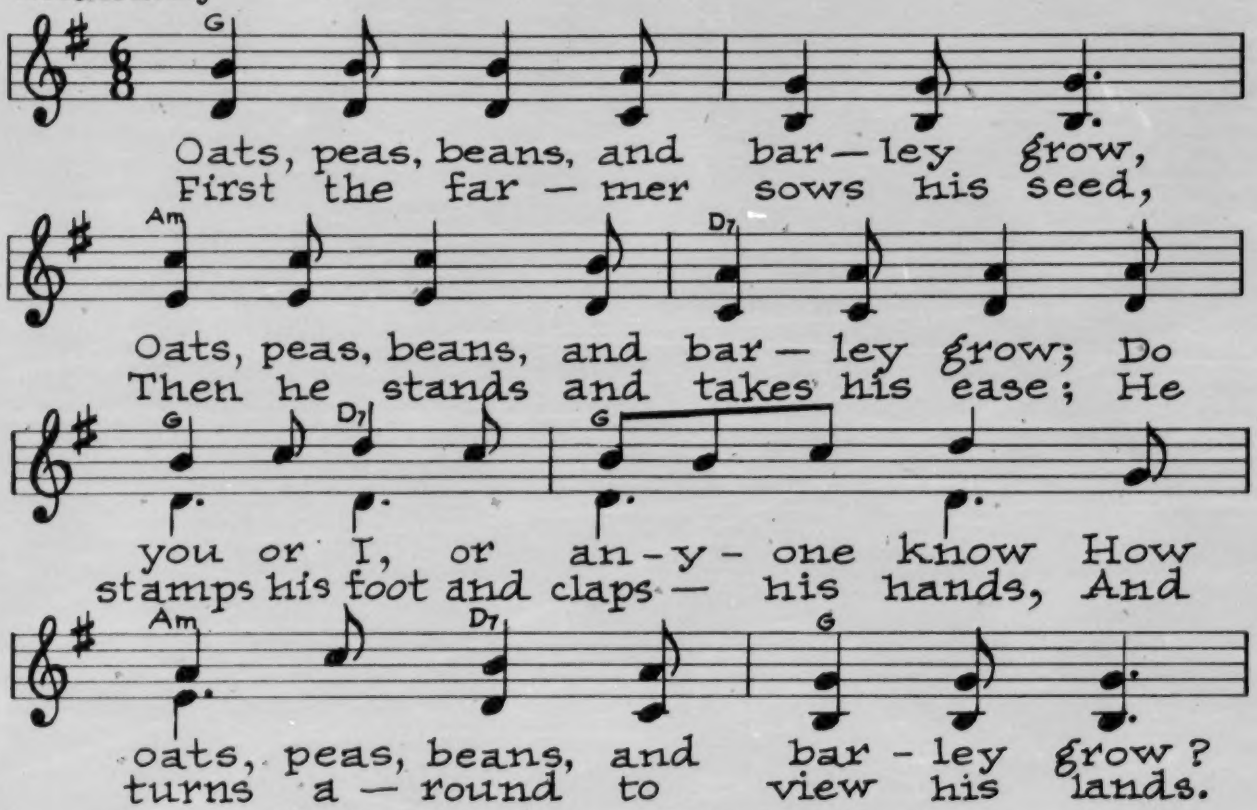
From Folkways Record FW 8791, transcribed by Robert E. Nye. Stormking Music, Inc., 1967.

Oats, Peas, Beans

Arranged by Norman Lloyd

English Song Game

Moderately


G
Oats, peas, beans, and bar—ley grow,
First the far — mer sows his seed,
Am
D7
Oats, peas, beans, and bar — ley grow; Do
Then he stands and takes his ease; He
G
D7
G
you or I, or an-y- one know How
stamps his foot and claps — his hands, And
Am
D7
G
oats, peas, beans, and bar - ley grow?
turns a — round to view his lands.

Waiting for a partner
Waiting for a partner,
Open the ring and take her in,
And we will gaily dance and sing.

La la la la la la la
La la la la la la
Open the ring and take him in,
And we will gaily dance and sing.

Dance:

Children join hands and form a circle. One child, the "farmer," stands in the center.

Verse 1: Children circle left (clockwise). The "farmer" walks inside the circle to the right. All stop at the end of the verse.

Verse 2: The "farmer" and the children in the circle make stylized motions to pantomime the words—sow the seed, stand at ease (arms crossed at chest level), stamp foot and clap hands, turn around with hand shading eyes.

Verse 3: Children in the circle stand and clap hands as the "farmer" chooses a partner. Then with hands crossed, the "farmer" and his partner skip around to the left inside the circle.

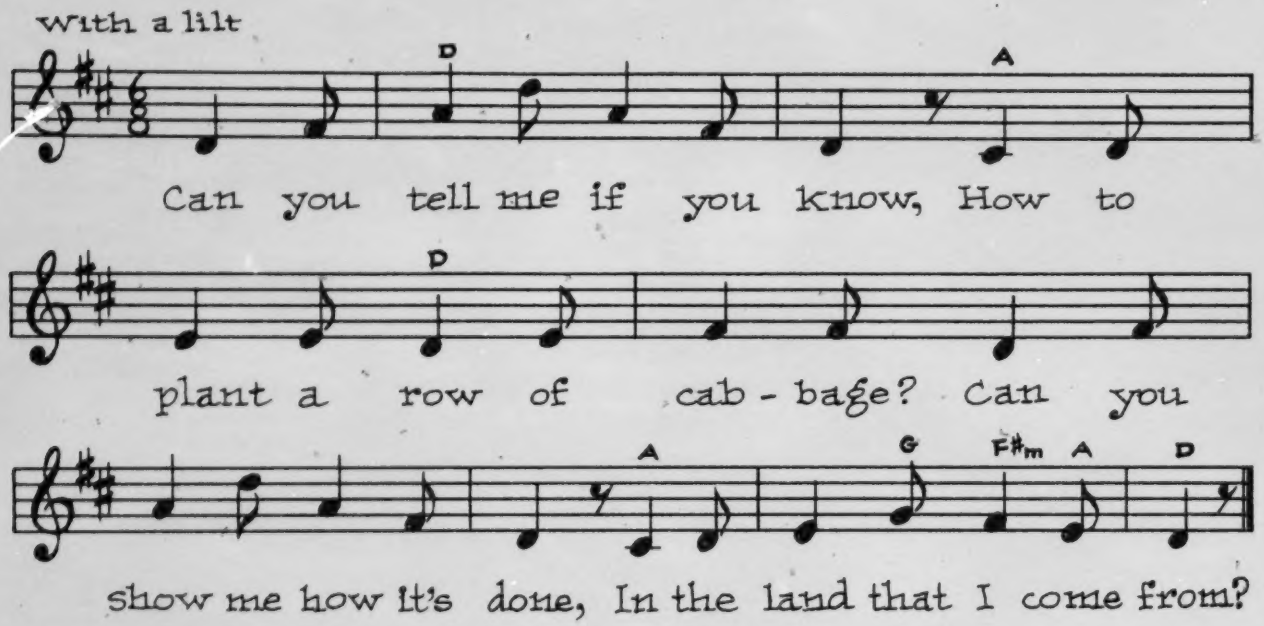
Verse 4: The "farmer" and his partner change direction and skip to the right inside the circle while the others join hands and skip or slide to the left.

The "farmer" joins the circle of children; his partner stands in the center as the new "farmer," and the game continues.

Planting Cabbage

English Version by Aura Kontra
Arranged by Georgette LeNorth

French Folk Song



Chinese farmers all agree
How to plant a row of cabbage.
Chinese farmers all agree—
Use your fingers and you'll see.

Many Roman farmers say
How to plant a row of cabbage.
Many Roman farmers say—
Try it with your hands today.

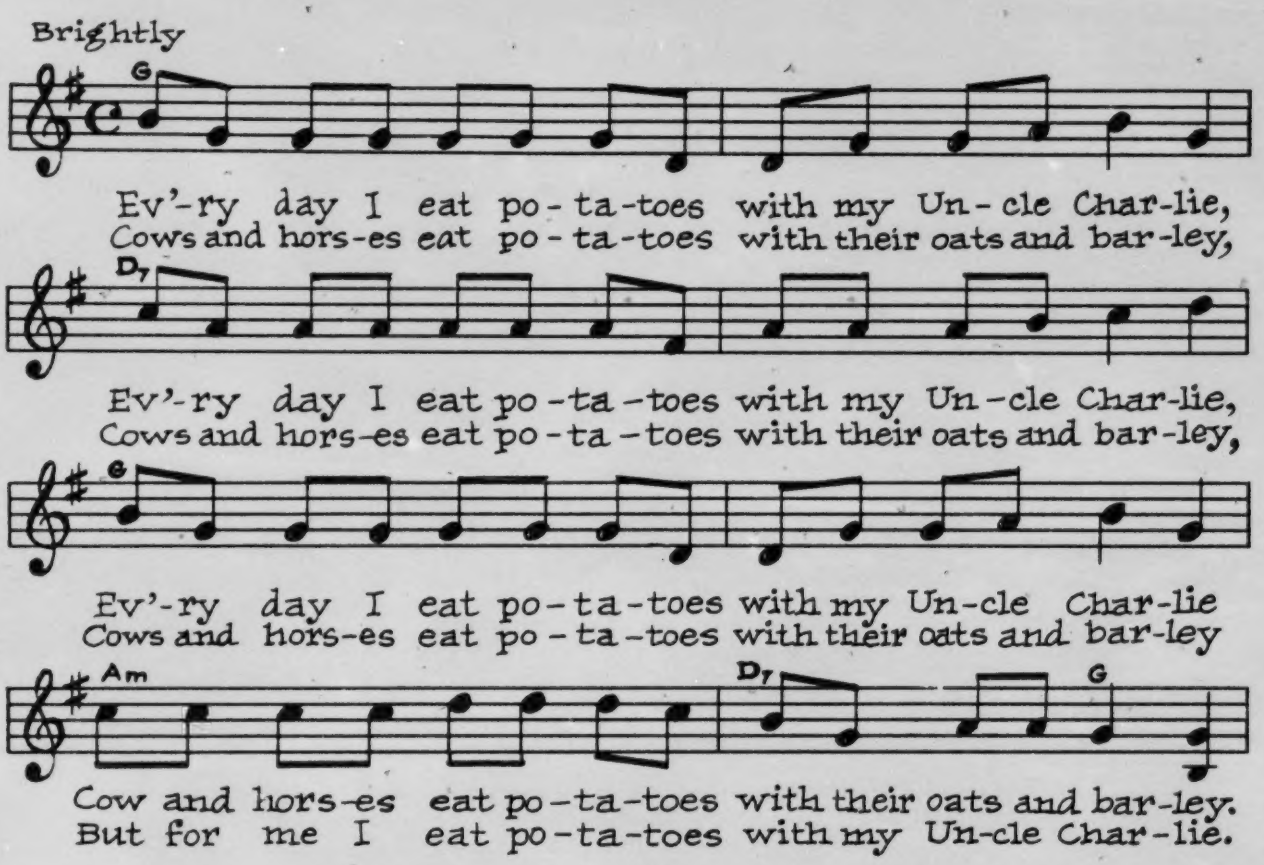
Let me tell you how it's done,
How to plant a row of cabbage.
Let me tell you how it's done—
With your knees plant one by one.

All the firemen repeat
How to plant a row of cabbage.
All the firemen repeat—
Always use your little feet.

Potatoes

English words by Alice Firgau
Arranged by Albert DeVito

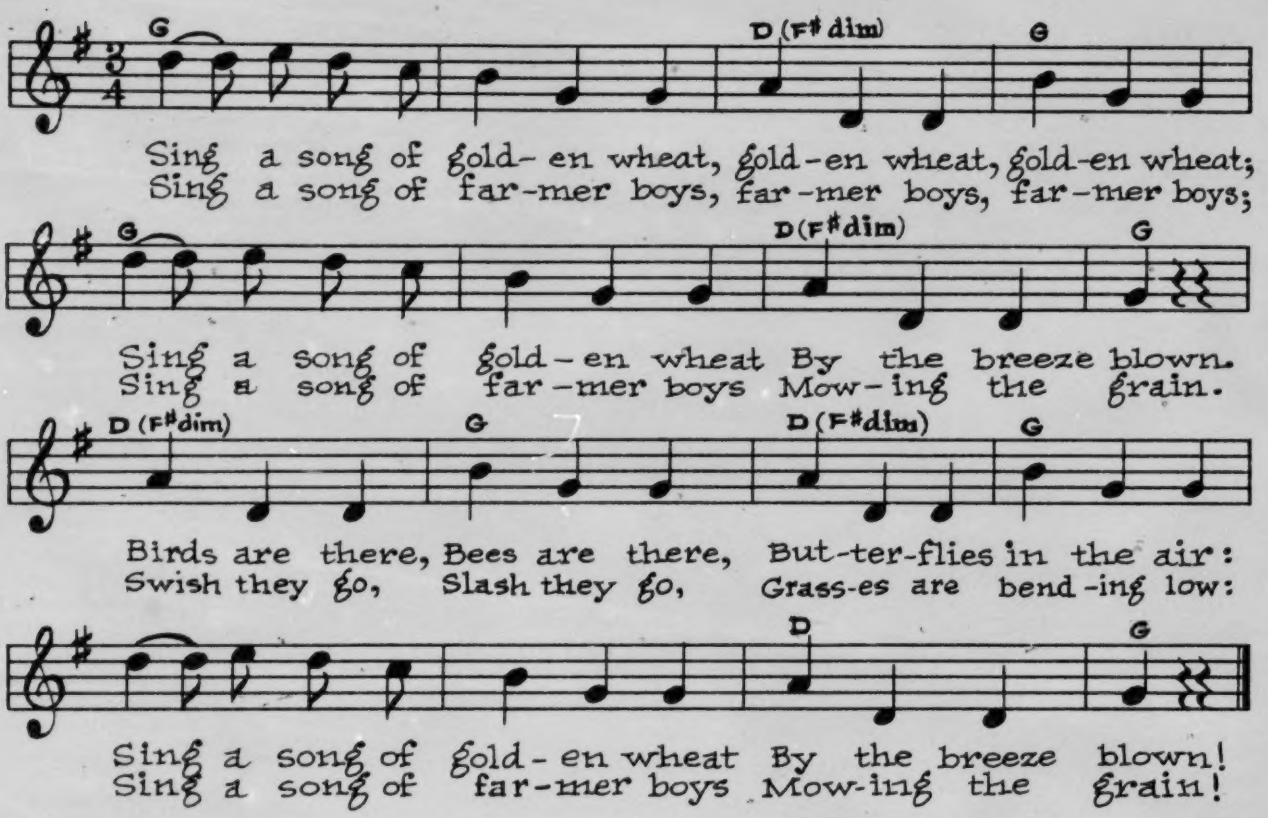
Folk Song from the Hebrides


Brightly
G
Ev'-ry day I eat po-ta-toes with my Un-cle Char-lie,
Cows and hors-es eat po-ta-toes with their oats and bar-ley,
D7
Ev'-ry day I eat po-ta-toes with my Un-cle Char-lie,
Cows and hors-es eat po-ta-toes with their oats and bar-ley,
C
Ev'-ry day I eat po-ta-toes with my Un-cle Char-lie
Cows and hors-es eat po-ta-toes with their oats and bar-ley
Am
D7
G
Cow and hors-es eat po-ta-toes with their oats and bar-ley.
But for me I eat po-ta-toes with my Un-cle Char-lie.

From Folksongs and Folklore of the South UIST, Routledge & Kegan Paul Ltd., 1955.

A Song of Bread

Homer H. Harbour — German Folk Song

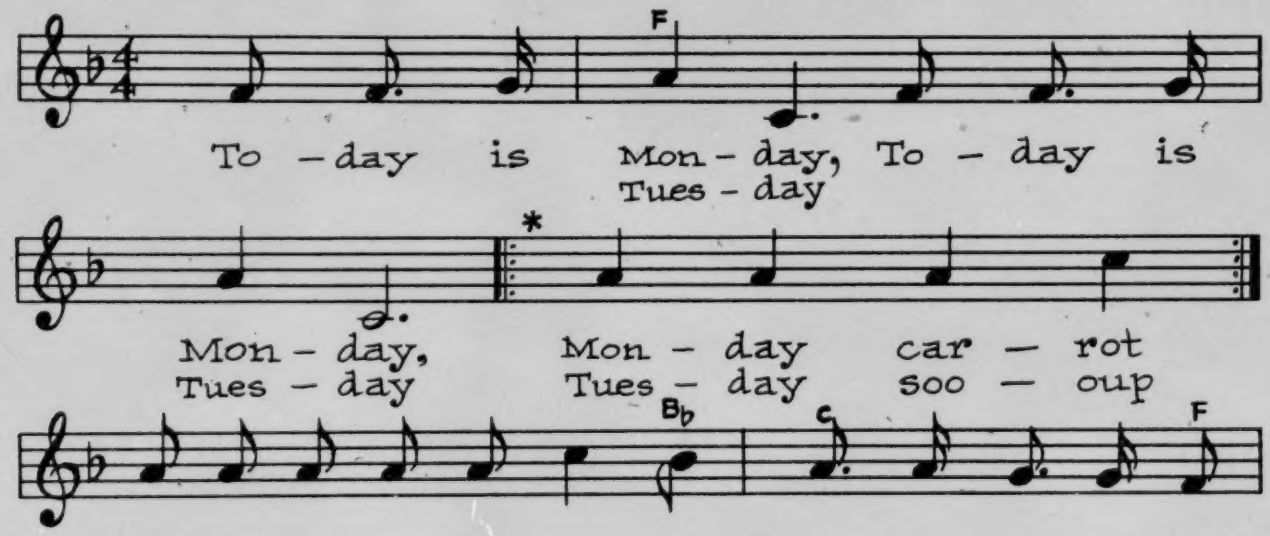
with swinging rhythm

G
D (F♯ dim)
G
Sing a song of gold- en wheat, gold-en wheat, gold-en wheat;
Sing a song of far-mer boys, far-mer boys, far-mer boys;
G
D(F♯dim)
G
Sing a song of gold-en wheat By the breeze blown.
Sing a song of far-mer boys Mow-ing the grain.
D (F♯dim)
G
D(F♯dim)
G
Birds are there, Bees are there, But-ter-flies in the air:
Swish they go, Slash they go, Grass-es are bend-ing low:
D
G
Sing a song of gold-en wheat By the breeze blown!
Sing a song of far-mer boys Mow-ing the grain!

Sing a song of waterfalls,
Waterfalls, waterfalls;
Sing a song of waterfalls
Turning wheels round.
Sift the wheat,
Stamp the wheat,
Till it is soft and sweet:
Sing a song of waterfalls
Turning wheels round!

Sing a song of baking day,
Baking day, baking day;
Sing a song of baking day,
Coals burning red.
Milk is in,
Yeast is in,
Ovens are hot within:
Sing a song of baking day,
Loaves of white bread!

Today Is Monday

American Folk Song

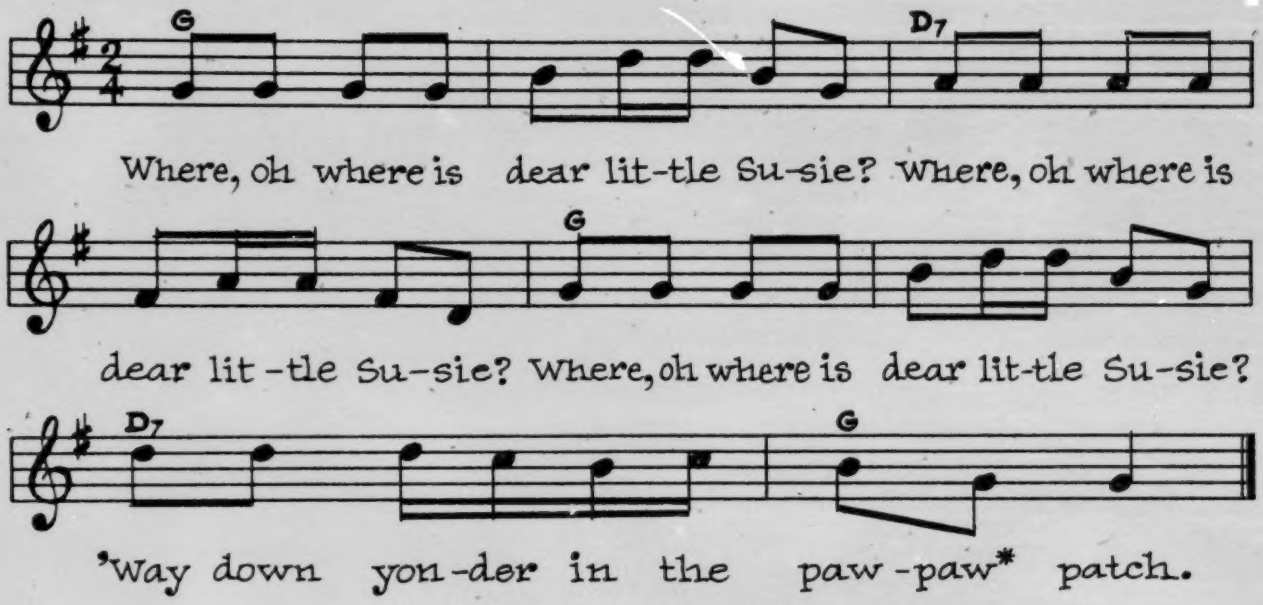

F
To - day is Mon - day, To - day is
Tues - day
*
Mon - day, Mon - day car - rot
Tues - day Tues - day soo - oup
B♭
C
F
All you hun-gry broth-ers, We wish the same to you!

Wednesday, string beans
Thursday, roast beef
Friday, fish
Saturday, lettuce
Sunday, cheese

*repeat all preceding verses in reverse order

Where, Oh Where Is Dear Little Susie?

Traditional American Song


G
D7
Where, oh where is dear lit-tle Su-sie? Where, oh where is
G
dear lit-tle Su-sie? Where, oh where is dear lit-tle Su-sie?
D7
G
'Way down yon-der in the paw-paw* patch.

What 'ya say, boys, let's go find her? ..... (3)
Pickin' up paw-paws, stick 'em in your pocket .. (3)

A dance that is fun to do and easy to learn is traditional with this tune.

Beginning: Two lines are formed beside each other so that each person has a partner. Usually gentlemen are in one line, ladies in the other, with lady to her partner's right.

Verse 1: The name of the first lady in line is substituted for Susie. She walks quickly to her left and around the gentlemen's line, circling back to place.

Verse 2: All the gentlemen follow the head man around the ladies to the right, circling back to place.

Verse 3: All stay in place, acting out picking up paw-paws and putting them in pockets, except the head couple who sashays (faces each other, takes hands, moves sideways with a glide) down to the foot of the set.

Now a new couple is at the head of the set, and the dance can begin again with either a new lady or the new head gentleman circling in the first verse. If the latter begins, then of course, the ladies look for him.

*Long yellow tropical fruit like a papaya

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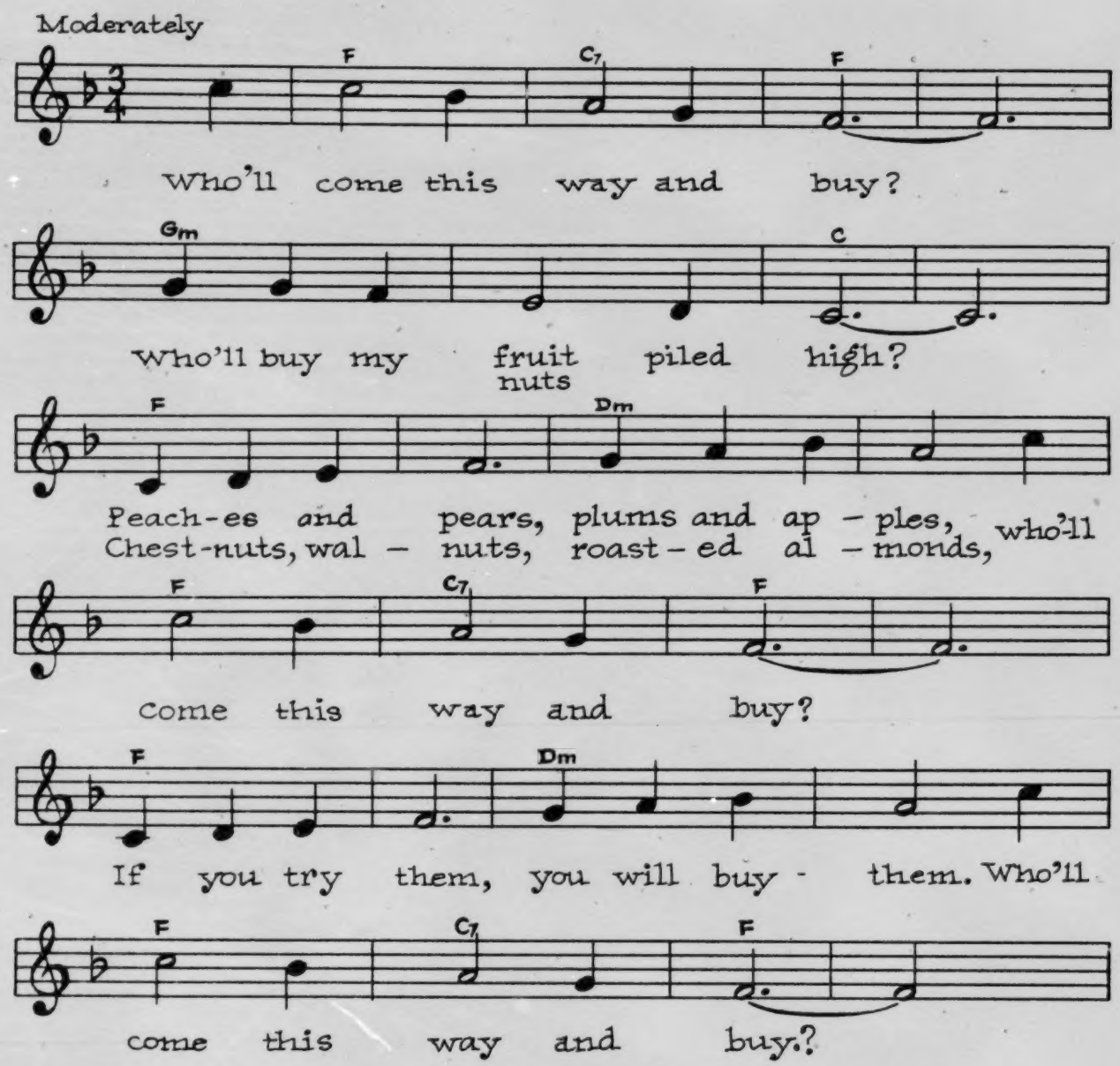
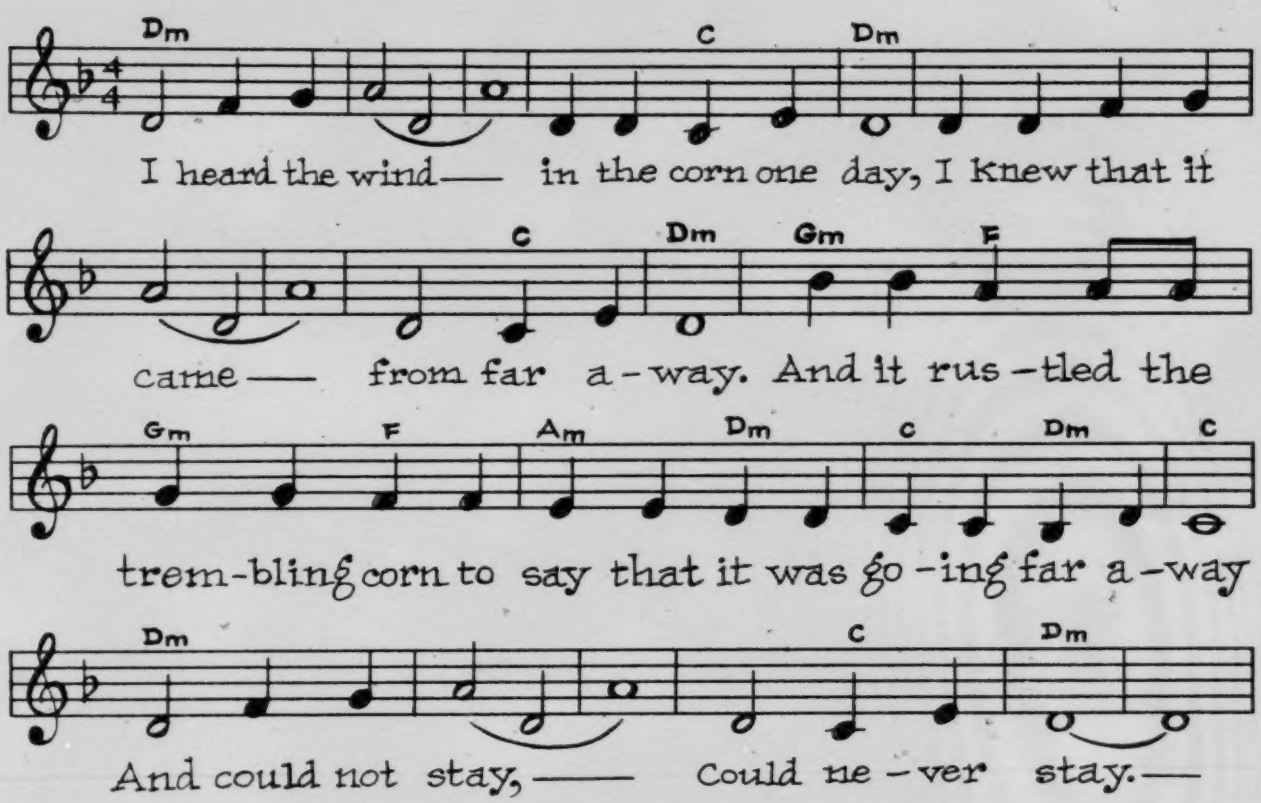
Who'll Buy My Fruit ?

English words by Margaret Marks
Arranged by E. A. Frongillo, Jr.

Czech Folk Song

Wind in the Corn

Margaret Wise Brown — Milton Kaye

Dm C Dm
I heard the wind— in the corn one day, I knew that it
C Dm Gm F
came— from far a-way. And it rus-tled the
Gm F Am Dm C Dm C
trem-bling corn to say that it was go-ing far a-way
Dm C Dm
And could not stay,— Could ne-ver stay.—

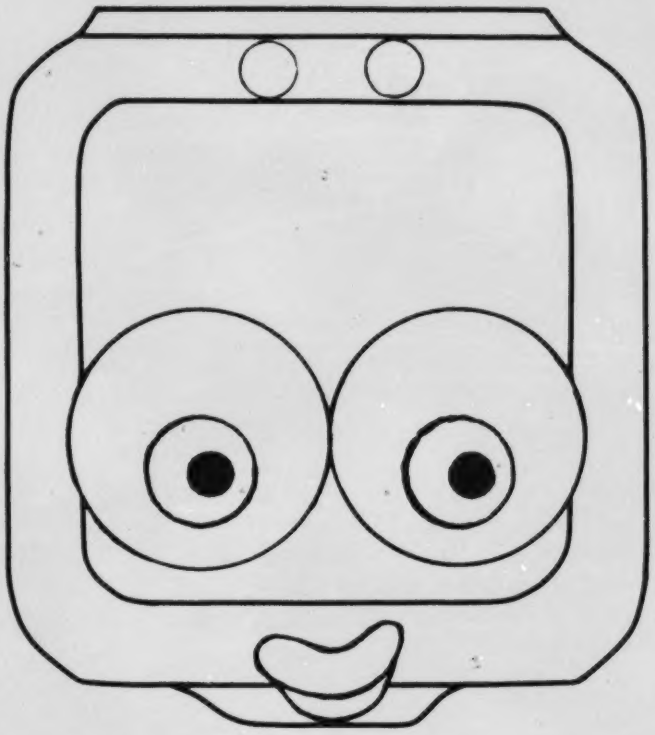
As you listen to this song, pretend to be tall cornstalks blown by a gentle wind. When you hear a change in the music, spin around, as if tossed by a strong wind, until the music becomes gentle again.

After you have moved like the tall cornstalks, show with your voice the feeling of the gentle wind; the strong wind.

Recipes for puppets

by Gretchen Sue McCord and Shirley Jones

Munch—styrofoam sandwich carton puppet



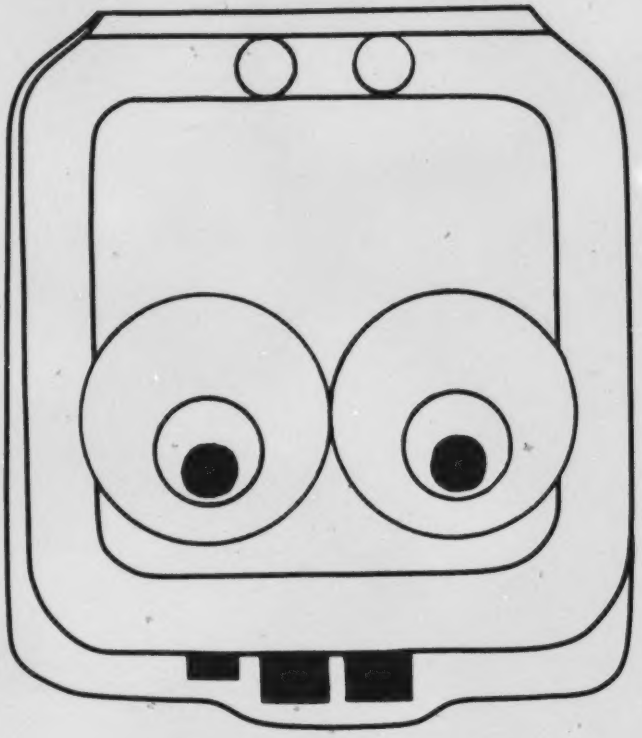
Materials

***Styrofoam sandwich carton**
(for example, Big Mac cartons)
Ping pong ball
White glue
Paint or felt
Sharp knife or scissors
Sock

1) Cut ping pong ball in half for eyes. Glue to top of carton. Let dry.
2) Cut finger holes in back; 2 above the hinge, one below.
3) Decorate by adding features to eyes, emphasize the mouth (paint or glue on material scraps).
4) The sock is Munch's body — place it on your arm, bunched up; then hold the head with finger holes. As he eats right, creep sock up your arm to show that he is growing.

*Often fast food chains such as McDonalds will donate unprinted cartons for such activities.

Yuck-Mouth puppet



Materials

Styrofoam sandwich carton
(McDonalds)
Styrofoam pieces for teeth and nose
Ping pong ball

1) Cut ping pong ball in half for eyes.
2) The eyes are painted and glued on with white glue, so are the teeth and nose.
3) Finger holes are cut in the back; 1 at the bottom for the thumb and 2 at the top for index and middle fingers.
4) A sock is cut out at the top and can be used to represent a body.

Yuck-mouth is Munch's counterpart. He has decayed teeth, bad breath, and sore gums, lips, tongue because all he ever eats is junk. He constantly neglects to brush his teeth.

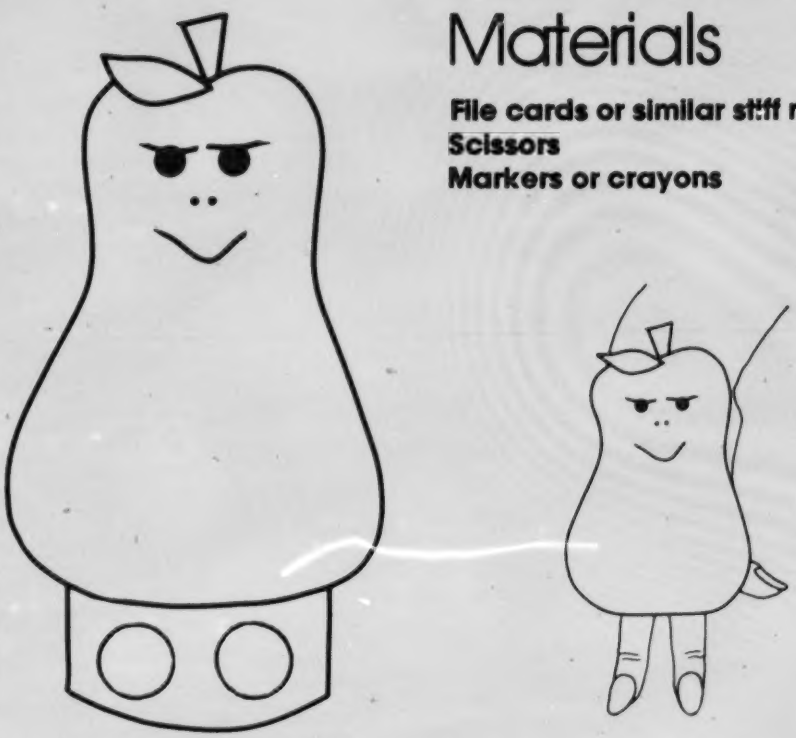
Apple puppet

Materials

Red, green, and black felt
Thread
Needle
White glue
Scissors
This can be adapted to any food shape.

Cut 2 apple shapes out of red felt and stitch top and side. Then either sew or glue on stem, leaves, and eyes. Other features can be added if desired.

Finger walking puppet



Materials

File cards or similar stiff material
Scissors
Markers or crayons

1) Draw the desired character or cut picture out of a magazine and glue on card.
2) Cut out the puppet.
3) Cut holes in the bottom section to fit your fingers.
4) Fold the bottom finger section backwards.
5) Your fingers are the legs.

Tongue depressor puppet (Popsicle stick)

Materials

Tongue depressors—available at drug stores or popsicle sticks
Construction (colored) paper or magazine pictures pasted on cardboard.
White glue
Scissors
Markers or crayons

Banana

Carrot

1) Cut drawings or pictures out of paper.
2) Glue on sticks.

The Ernie Energy Show

(Unit 2)

by Ann Bragaglia

Introduction

This is a puppet show about two friends named Ernie Energy and Sleepy Sam. Ernie finds Sam one morning, and they have a very interesting talk. Energy, Breakfast, and Good Foods are the concepts introduced in this puppet show.

Setting

Sleepy Sam is sleeping on stage. Ernie Energy trots onto stage. Ernie sees Sam sleeping and shouts:

Ernie: Sam, Sam. Are you still sleeping?
Sam: (slowly rises and slowly speaks) Oh, Ernie, let me sleep. I'm so tired.
Ernie: You look so tired.
Sam: Well, I am too tired to run as you do.
Ernie: Oh, I feel great. I have loads of energy to run and work and play. I cannot wait to play baseball, too.
Sam: That's nice (yawns and lays back).
Ernie: (leans toward Sam and speaks sharply) Just a minute Sam. Have you been eating your **breakfast** after you wake up in the morning?
Sam: (quickly rising) No, do I have to?
Ernie: Sam, your body needs **good food** after you wake up in the morning so that you can have **energy** like me to work and play.
Sam: What's energy? (step forward) Do the boys and girls know what energy is? (pause for class response).
Ernie: O.K. I will tell you what energy is. Energy is the power that makes things work, like gasoline running a car.
Sam: Wow, will energy make me less tired? Will I be able to run and play, too?
Ernie: Oh, yes, with energy you can do all the things you enjoy.
Sam: How will I get energy? (step forward). Does the class know how they can get energy too? (pause).
Ernie: I'll tell everybody how they can get energy. Foods give our bodies energy. When you eat foods, you get Energy. Look at all the good foods on the wall behind us.* Those good foods can work to make us strong and healthy.
Sam: Class, do you think these foods will give me energy that I need? (pause).
Ernie: Sam, if you eat a good breakfast in the morning, you will like getting up in the morning. Do you know why, Sam?
Sam: Well, if I eat good foods for breakfast, then I will have energy to run and play, too.

Ernie: That's right, Sam. Good-bye. Eat good foods for energy. (Ernie runs off stage.)

Sam: Breakfast! Hummmm. I think I will eat some good foods. (Sam pauses and runs off).

*Have pictures of fresh fruits, vegetables, grains, protein products, and dairy products. Avoid highly sugared foods and drinks.

Yuck Mouth Meets Munch

(Unit 3)

A new puppet came to school. His name is Yuck Mouth. He loves to eat as much as Munch does. The problem is he only likes to eat sweets and all those foods that Munch won't eat because they aren't good for him. One day, Yuck Mouth got a very bad toothache.

When Yuck Mouth comes to (nursery) school he meets Munch.

Munch: Oh! Who are You?

Yuck Mouth (Y.M.): My name is Yuck Mouth. Groan!

Munch: Gee you look really sad, and it sounds like something hurts.

Y.M.: My tooth hurts so much I'm gonna cry. (Cries!)

Munch: Hey, don't cry! Can I look in your mouth to see what hurts?

Y.M.: Sniff! Sniff! Oh... O.K.

Munch: (Looks and says) Yuck!

Y.M.: I know it's ugly.

Munch: Boy, you really should go to the dentist and get your teeth fixed. That will help you feel better.

Y.M.: Will it really?

Munch: Sure, Yuck Mouth... what kinds of food do you eat?

Y.M.: (happily says) Gee, I eat candy and gum, and cookies, and cakes with lots of icing, and sugary cereals and suckers (lollipops). I drink soda, and koolade all the time.

Munch: Oh no! Don't you ever eat **good** food?

Y.M.: But those are good, they taste so yummy.

Munch: I know, but they don't help you to be healthy, and they can really hurt your teeth!

Y.M.: How come?

Munch: Because they have too much sugar and nothing that helps you grow tall and strong.

Y.M.: You mean if I ate other things I wouldn't get a toothache?

Munch: You bet!

Y.M.: What kinds of food should I eat? (ask the children)
Munch: Now you know what to eat, Yuck Mouth, but you also need to brush your teeth when you are finished eating. Brushing gets all the food off your teeth.
Y.M.: But, I don't like to. It takes too long.
Munch: But if you did brush you wouldn't get as many cavities.
Y.M.: Let's see... if I eat good healthy foods and not junk food and if I brush my teeth, then I won't get cavities and I'll feel great!!!
Munch: That's right. Come on. I'll go with you to the dentist and then we can play.
Y.M.: O.K.!

Sam and the Saturday Morning TV Blues

(Unit 4)

Ernie: Sam, Sam where are you? Oh, there you are! What are you doing on the floor?
Sam: OOOH! (groan) Ernie, my stomach hurts!!! OOOH! It hurts really bad. I'm soooo sick.
Ernie: What happened? How did you get sick Sam?
Sam: I ate lots and lots of junk food.
Ernie: Why? You know it's not good for you.
Sam: I was watching cartoons, and after every cartoon was finished, a person on the TV showed me something to eat. And then I got hungry and ate the stuff.
Ernie: Well, what did you have?
Sam: I had cereal with lots of sugar, and a candy bar, and some potato chips, and 2 cans of grape soda and a popsicle, and some koolade, and a sucker, and 3 pieces of gum all at once.
Ernie: Oh! Oh! No wonder you're sick! Why did you eat all that?
Sam: Because the people on the TV said that those things would taste good and make me happy and smile. But all they did was make me sick! Did any of you boys and girls ever get sick from eating too much candy?
Ernie: Sam, I think those people only told you part of the story. They told you that all those foods would make you happy, but they didn't tell you that your tummy would hurt from eating all of them.
Sam: No, they sure didn't.

Ernie: They also didn't tell you that most of those foods have lots of sugar that hurts your teeth. You remember when you went to the dentist last Saturday!

Sam: Boy, I sure do! My tooth hurt lots, and the Dentist said I had a hole in my tooth. The Dentist drilled and put some silver stuff in the hole.

Ernie: That was so you could keep your tooth.
Next time the people on TV tell you to eat things, you should go ask your Mom or Dad before you eat it. They will tell you whether it's going to be good for you.

Sam: That's a great idea! Next time I want something for a snack I'll ask Mom or Dad first so I won't get sick or get a toothache.

Danny Dill in TV-Town

(Unit 4)

Danny Dill's favorite TV cartoon show was called "TV-Town." He liked "TV-Town" as much as he liked eating green prickly pickles.

Over and over he said, "I wish I lived in TV-Town."

"Why?" asked his big sister, Ramona.

"Because I could do anything I wanted in TV-Town." said Danny Dill. "I could drive a car, eat all the pickles in Tommy Tickle's Pickle Shop, and make all the noise I wanted, too!"

Ramona laughed, but Danny Dill kept on wishing and wishing. One afternoon when Danny was looking at "TV-Town," he saw a little purple car parked by the curb. Nobody was in it.

"I wish to drive that little purple car!" he shouted.

Danny shut his eyes tight and wished and wished like anything. And KA-POP! He opened his eyes; he was in TV-Town! Sitting right in that little car! But the car was made out of purple painted cardboard. "I don't care," shouted Danny Dill. "I'll drive this car anyhow."

VROOM, VROOM! Danny drove the little car all around. He blew the horn. OOOOOga, OOOOOga! And nobody told him to be quiet.

After a while, Danny felt thirsty. VROOM, VROOM! He raced the little car up to the TV-Town fountain. He tried to drink from the fountain. But he couldn't. The water was only painted on it.

"Who cares?" Danny said. "I'll go to Tommy Tickle's Pickle Shop. "Hi, I'm Danny Dill," shouted Danny. "Please give me a great, green, juicy pickle."

"One great, green, prickly pickle, coming up," said Tommy Tickle.

Danny popped the pickle into his mouth. Then he spit it right out! "It's not real!"

"Of course not," said Tommy Tickle. "Paper pickles for paper people. That's the way it is in a cartoon show."

"But I'm not a paper people!" said Danny Dill. He climbed back into the purple car and

drove some more. Soon Danny saw a tree full of juicy red apples near Higglety Pigglety House. Danny's mouth watered as he picked one.

He bit into it. But all he got was a mouthful of shiny red paper! Danny Dill sat down in the car and began to cry.

"Higglety-pigglety!" said Mrs. Higglety Pigglety. "A real boy crying real tears! Whatever for?"

"I want a real apple, not a paper apple," sobbed Danny.

"But everything in cartoon land is Make Believe." said Mrs. Higglety Pigglety. "Doesn't a real boy know that?"

"I do now," said Danny Dill. "Goodbye, Mrs. Higglety Pigglety. I'm going home for supper."

Danny drove the little purple car back to Tommy Tickle's Pickle Shop and parked it carefully at the curb. Then he shut his eyes tight and wished and wished like anything. And KA-POP! When he opened his eyes, he was home again. And on the TV set, Tommy Tickle and Mrs. Higglety Pigglety were waving good-bye to him!

Just then his big sister, Ramona, came into the room.

"Why are you waving at the TV?" she asked.

"I'm just saying good-bye to TV-Town," said Danny.

"Don't you want to go there anymore?" asked Ramona.

"Sure I do," said Danny. "But right now I want my supper."

"Then turn off the TV," said Ramona, "and come eat."

And the first thing Danny Dill ate for supper was a great, green, juicy, prickly, real pickle!

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The Little Red House With No Doors and No Windows

—by Caroline Sherwin Bailey

There was once upon a time a little boy who was tired of all his toys and tired of all his picture books and tired of all his play.

"What shall I do?" he asked his mother. And his mother, who always knew beautiful things for little boys to do, said:

"You will go on a journey and find a little red house with no doors and no windows and with a star inside."

Then the little boy's eyes grew big with wonder. "Which way shall I go?" he asked, "to find a little red house with no doors and no windows and a star inside?"

"Down the lane and past the farmer's house and over the hill," said his mother. "Come back as soon as you can and tell me all about your journey."

So the little boy put on his cap and his jacket and started out.

He had not walked very far down the lane when he came to a merry little girl dancing along in the sunshine. Her cheeks were like pink blossom petals and she was singing like a robin.

"Do you know where I shall find a little red house with no doors and no windows and a star inside?" the little boy asked her.

The little girl laughed. "Ask my father, the farmer," she said. "Perhaps he knows."

So the little boy went on until he came to a great brown barn where the farmer kept barrels of fat potatoes and baskets of yellow squashes and golden pumpkins. The farmer himself stood in the doorway looking out over the green pastures and yellow grain fields.

"Do you know where I shall find a little red house with no doors and no windows and a star inside?" asked the little boy of the farmer.

The farmer laughed, too. "I've lived a great many years and I've never seen one" he chuckled; "but ask Granny who lives at the foot of the hill. She knows how to make molasses taffy and popcorn balls and red mittens. Perhaps she can direct you."

So the little boy went on farther still, until he came to the Granny sitting in her pretty garden of herbs and marigolds. She was as wrinkled as a walnut and as smiling as the sunshine.

"Please, dear Granny," said the little boy, "Where shall I find a little red house with no doors and no windows and a star inside?"

The Granny was knitting a red mitten and when she heard the little boy's question she laughed so cheerily that the wool ball rolled out of her lap and down to the little pebbly path.

"I should like to find that little house myself," she chuckled. "It would be warm when the frosty nights came and the starlight would be prettier than a candle. But ask the wind who blows about so much and listens at all the chimneys. Perhaps the wind can direct you."

So the little boy took off his cap politely to the Granny and went on up the hill rather sorrowfully. He wondered if his mother, who usually knew almost everything that was to be known, had perhaps made a mistake.

The wind was coming down the hill as the little boy climbed up. As they met, the wind turned about and went along, singing, beside the little boy. It whistled in his ear and pushed him and dropped a pretty leaf into his hands.

"Oh Wind" asked the little boy, after they had gone along together quite a way, "Can you help me to find a little red house with no doors and no windows and a star inside?"

The wind cannot speak in our words, but it went singing ahead of the little boy until it came to an orchard. There it climbed up in an apple tree and shook the branches. When the little boy caught up, there, at his feet, lay a great rosy apple.

The little boy picked up the apple. It was as much as his two hands could hold. It was as red as the sun had been able to paint it, and the thick brown stem stood up as straight as a chimney. But it had no doors and no windows. "Was there a star inside?"

"I wonder" thought the little boy. He took his jackknife from his pocket and cut the apple through the center. Oh how wonderful! There, inside the apple, lay a star holding brown seeds.

So the little boy called to the wind "Thank You" and the wind whistled back, "You're welcome."

Then the little boy ran home to his mother and gave her the apple.

"It is too wonderful to eat without looking at the star, isn't it?" he asked.

"Yes, indeed," answered his mother.

Resources

Cookbooks: Home and school

A Child's Cook Book. B. Veitch, T. Harms, T. Wallace, and G. Wallace. 656 Terra California Drive, #3 Walnut Creek, California 94595. 1976. $4.95 plus $.55 postage (Canada $.60).

Pictorial single-portion recipes for home and school. An easy-to-use format. Most of the recipes are nutritious and many ethnic recipes are included. An excellent resource.

The Mother-Child Cook Book. N. Ferreira. Pacific-Coast Publishers, California 94025. 1969. $2.95.

*See annotation in curriculum section.

It's More Than A Cookbook. Learning Stuff, Post Office Box 4123, Modesto, California 95352. 1975. $19.95 plus $2.00 postage and handling.

It's More Than A Cookbook Program, designed for preschoolers through elementary grades, is full of ideas for learning and nutritious eating. The kit includes 35 7" by 10" recipe cards that are durable, easy to clean, and have step-by-step picture instructions; eight action posters; an adult resource book; and a 40-page **I Am a Cook Book.** This illustrated book is designed to stimulate the child to think about what he or she has learned.

Crunchy Bananas. B. Wilms. Peregrine Smith Inc., PO Box 667, Layton, Utah 84041. 1975. Softcover $4.95.

This book is recommended for parents of young children and contains recipes that are easily prepared, appeal to children, and have some nutritional value. The 76 recipes are designed to emphasize the use of ingredients in their natural states and to teach food identification skills. The introduction pinpoints a variety of learning opportunities for children as they cook. Tips on recipe selection, equipment choices, preparation steps, etc., are clearly discussed.

The Crunchy, Munchy, Healthy Kids; Snack Book. R. Abusch and B. Kaplan. Walker and Company, 720 Fifth Avenue, NY, NY 10019. 1976. $6.50.

Terrific snack book designed for children. Contains nutritious no-cooking recipes made of natural ingredients. Entertaining riddle limericks and jokes are scattered throughout the book.

Cool Cooking for Kids. P. McClenahan and I. Jaqua. Fearon Publishers, Inc., 6 Davis Dr., Belmont, CA 94002. 1976. Softcover $6.50.

This cookbook plus curriculum guide contains many recipes arranged by food groups. The recipes are presented with suggestions for varying the preparation method and ingredients.

How To Help Your Child Eat Right! A. Hatfield and P. Stanton. Acropolis Books, Ltd., Washington, DC 20009. 1978. $4.95.

A guide for parents to help their children understand why they should eat well and what a balanced diet consists of. Includes ideas to help stimulate children to eat what they are given. Also included is a four-week daily menu plan with plenty of variety and recipes. The frame of reference is most appropriate for upper-middle class audiences.

Kids Are Natural Cooks. R. Ault and L. Uraneck, illus. L. McCrady. Houghton Mifflin Co., Boston. 1972.

Contains a variety of simple recipes based on natural foods with information on nutrition and basic cooking techniques. Most are dessert recipes and have varying amounts of sugar and honey. Recipes may be costly to make as many call for expensive ingredients.

Kindergarten Cooks. N. Edge and N. Leitz. McBride Enterprises, 1016 1st Ave., S.—Suite 206, Seattle, WA 98134. 1975.

Clever presentation of recipes for children to prepare. Illustrated and easy-to-read; however, two thirds of the recipes are desserts made with sugar or sugar-related ingredients.

Kids Cooking Without A Stove. P. Aileen. Doubleday and Co., Inc., New York. 1975.

Easy-to-follow recipes for desserts, drinks, salads, sandwiches, snacks, and candies that require no cooking.

Love At First Bite. J. Cooper. A. Knopf, New York. 1977.

Recipes that a young child could enjoy preparing.

The Taming of the C.A.N.D.Y. (Continuously Advertised Nutritionally Deficient Yummies) Monster. V. Lansky. Meadowbrook Press, 16648 Meadowbrook Lane, Wayzata, Minn. 55391. 1978. $4.45 to order; $3.95 on cover.

An entertaining collection of recipes, general nutrition information, and a guide to food selection. Although the author emphasizes tasty alternatives to junk food, many of the recipes provided contain substantial amounts of salt and sugar.

How To Feed Your Hyperactive Child. L. Stevens, G. Stevens, and R. Stoner. Doubleday. 1977. $7.95.

A well written, unbiased book that relates the practical experience of the authors with their hyperactive children. Contains additive- and salicylate-free recipes, a section on safe brands, and one on basic nutrition. An acceptable alternative to the Feingold Association.

Recommended food-related books for preschoolers

Mr. Picklepaw's Popcorn. R. Adams. New York: Lothrop, Lee and Shepard Co. Inc. 1965. $3.95.

Mr. Picklepaw loved popcorn, so he always made sure to keep the kernels from the corn at the end of the season. One year the shed where he was storing the kernels got so hot that the kernels started popping, and the whole town had popcorn.

My Five Senses. Aliki. New York: Thomas Y. Crowell Company. 1962. $5.79. Film strip and cassette—$14.95, Film strip and record—$11.95.

With simple words and sparkling pictures the book develops the child's understanding of his or her senses, what they are, and what he or she learns through them about the world. Food is mentioned, but only as related to the sense of taste.

The Big Honey Hunt. S. and J. Berenstein. New York: Random House, Inc. 1962. "I Can Read" Book. $2.50.

Father bear decides that rather than buy honey, he'll show his son how to find it. They find it all right, but they don't get to take any home.

Is This My Dinner? I. Black. Chicago: Albert Whitman & Co. 1972. $3.25.

In poetic verse a differentiation is made between food for people and food for animals. Used with young children, this book lends itself well to participation.

Stone Soup. M. Brown. New York: Charles Scribner's Sons. 1947. $4.95.

Three soldiers entered a village where the peasants had seen them coming and had hidden all their food. The soldiers trick the peasants and soon have the food.

Pancakes, Pancakes. E. Carle. New York: Alfred A. Knopf. 1970. $4.50.

Jack wanted a pancake for breakfast, but he had to get the things needed to make it first: cut down some wheat to take to the mill to make flour, encourage the hen to lay an egg, milk the cow, and churn the cream for butter. Then his mother showed him exactly what measurements to use for making it.

Walter the Baker. E. Carle. New York: Alfred A. Knopf, Inc. 1972. $4.99.

Walter the baker was renowned for the bread and rolls he made for the duke, duchess, and duchy. One day, entirely by accident, he makes the first pretzel.

The Very Hungry Caterpillar. E. Carle. New York: World Publishing Company. 1970. $4.95.

This hungry caterpillar eats many interesting foods as it prepares for the day when it becomes a butterfly. The illustrations and format of this book are imaginative and delightful.

Who Goes There In My Garden? E. Collier. New York: Young Scott Books. 1963. $4.95.

With his birthday money, a little boy purchases supplies for a garden. He waits for spring and plants his garden. As his garden develops, a child can learn and share in many of the considerations related to gardening. Food is mentioned at the end of the story, as the little boy is able to eat the beans he grows.

Happy Healthy Pooh Book. W. Disney. New York: Golden Press. 1977. $.95.

In this delightful book a child goes through a day with Winnie the Pooh learning ways to achieve good health. Richard Scarry offers excellent illustrations portraying his message in a way children can truly enjoy.

The Turnip. J. Domanska. London: The MacMillan Company. 1969. $4.95.

Grandfather planted the turnip. Grandmother watered it every day, and the turnip started to grow ... by the time it was ready for harvesting, Grandfather and Grandmother needed help.

The Little Red Hen. P. Galdone. Scholastic Book Services. 1973.

The little red hen goes through all the steps of baking bread. She asks for help from her friends but nobody wants to help until it comes to eating the bread.

What Do Animals Eat? R. Gross. New York: Scholastic Book. 1971. $4.95.

"What Do Animals Eat?" addresses the question by offering information on the foods of mammals, fish, insects, reptiles, amphibians, and even people. The book could be used as a springboard to stress the importance of nutrition for all animals.

Bread and Jam for Frances. R. Hoban. New York: Harper and Row. 1964. $3.50.

Frances wants to eat bread and jam for every meal, no matter what is placed before her. When her mother decides to give her bread and jam for every meal, Frances reconsiders and decides there is a lot she would like to try in the way of food.

Egg Thoughts and Other Frances Songs. R. Hoban. New York: Harper and Row. 1972. $3.50.

This collection of Frances Songs begins with her famous "Soft-Boiled" and includes other songs on eggs as well as "Lorna Doone Last Cookie Song" and "Chocolate." Poetry for the very young is an unusual and fun approach to food.

Apples. N. Hogrogian. New York: The Macmillan Company. 1972. $4.95.

Without words, a story evolves of how an apple core, dropped upon fertile ground, can eventually result in an apple tree that bears more apples.

Little Bunny Follows His Nose. K. Howard. New York: Golden Press Western Publishing Inc. 1971. $2.95.

Little bunny has wonderful adventures following his nose through a field of flowers, a strawberry patch, a forest, an orchard, a vegetable patch, and finally into his own kitchen. Each child experiences scents with little bunny by scratching and sniffing the plants and foods on each page.

Socks for Supper. J. Kent. New York: Parent's Magazine Press. 1978. $3.95.

A cute story about an old man and his wife who bargain with a pair of socks for different foods. This story brings out concepts regarding the importance of eating a mixture of foods.

The Carrot Seed. R. Krauss. New York: Harper and Row Publishers. 1945. $3.50.

A little boy planted a carrot seed. Everyone kept saying it wouldn't come up. But he still pulled up the weeds around it every day and sprinkled the ground with water. And then one day a carrot came up. (Available in Spanish also).

Yummers! J. Marshall. Boston: Houghton Mifflin Company. 1973. $3.95.

This is a story of a pig who is an overweight, compulsive eater. She needs to diet and attempts to lose weight through exercise. She eats too much and complains that her stomachache must be from walking.

Blueberries for Sal. R. McCloskey. New York: The Viking Press. 1948. $3.50.

While blueberry picking with her mother, Sal ate more than she put in her pail. She soon wandered off and got into a real predicament, but they got home safely, her mother with a pail full of blueberries, and Sal with three blueberries in the bottom of her pail.

The Sniff and Tell Riddle Book. R. McKie. New York: Random House, Inc. 1978. $2.95.

As the teacher reads through this book, children can use their noses to sniff various animal, flower, and food scents.

The Bear's Toothache. D. McPhail. Boston: Atlantic Monthly Press. 1972. $4.95.

It's night and a little boy is trying to sleep, but there is a bear outside his window. The large bear is crying because he has a toothache, so the little boy tries to help. The story is not directly related to nutrition although it does have potential if interpreted by the teacher.

Pickles Don't Grow on Trees. L. Morton. New York Random House, Inc.

Where does food really come from? Hidden flaps disclose where many foods originate.

Fruit is Ripe for Timothy. A. Rothschild. Reading, Mass.: Addison-Wesley Publishing Company. 1963. $3.85.

Timothy picks different types of fruit, some to be made into jellies, some to eat. He finds that he is not the only one to eat fruit; the animals in his garden like it too.

More Potatoes! M. Selsam. New York: Harper and Row, 1972. "I Can Read" Book. $2.50.

Sue asked a storekeeper how he got more potatoes when he ran out of them. This resulted in her whole class visiting a farm and a warehouse. They soon understood how potatoes are grown.

Chicken Soup With Rice. M. Sendak. New York: Harper and Row. 1962. $3.27. Also available in paperback for $.75, from Inquiry Department, Scholastic Magazines, 904 Sylvan Avenue, Englewood Cliffs, N.J. 07632.

In poem form, a young boy goes through each month of the year and tells why that particular month is good for eating "chicken soup with rice."

Scrambled Eggs Super! Dr. Seuss. New York: Random House. 1953. $3.50.

Peter T. Hooper is sick of normal hen's eggs. He searches the world over for eggs from all kinds of strange birds and makes for himself "scrambled eggs super."

The Great Big Enormous Turnip. A. Tolstoy. New York: Franklin Watts, Inc. 1969. $3.95.

A turnip is too big for the farmer to pull out of the ground by himself, so he calls his wife to help. She in turn calls the granddaughter, who calls the dog, who calls the cat, and finally, with the help of a mouse, they pull the turnip out of the ground.

Food is Good. Yakima Home Economics Association, PO Box 2424, Yakima, Washington 98902. $.50 per book.

These four books—**Kim Likes to Eat; Food Helps Kim Grow; Kim Remembers to Wash;** and **Kim Helps Care for Food**—are good stories that can be read to the preschooler. Each book contains questions and activities in the back.

Pumpkinseeds. S. Yezback. New York: Bobbs-Merrill. 1969. $4.50.

David's mother was at work when he awoke. He made his own breakfast and took the nickel she left him and bought pumpkinseeds. After eating some, he tried unsuccessfully to share his purchase with people he met. Then he remembered that birds love seeds and joyfully shared his pumpkinseeds with some pigeons.

Please Don't Feed Horace. M. Young. New York: The Dial Press. 1961. $3.50.

Horace is a zoo hippopotamus who loves to eat anything thrown into a cage. One day he got sick. It was discovered that Horace, on the day he became ill, had eaten 779 things, mostly things like cigarettes and popsicles, not hippopotamus food.

Curricula

Creative Food Experiences for Children. M.T. Goodwin and G. Pollen. CSPI, 1755 S. Street, NW, Washington, DC 20009. 1974. $4.50.

An excellent teaching guide for involving children in food experiences. It includes basic concepts for nutrition education, the values of different food sources, activities, sources, resource materials, and recipes. It also has a section of foods for different occasions.

The Mother-Child Cookbook. N. J. Ferreira. Pacific Coast Publishers, Menlo Park, California 94025. 1969. $2.95.

A guide for moms (and teachers) introducing children to food and simple food preparation and eating skills. It focuses on making eating an enjoyable time. It includes methods of organization, recipes, and utensils needed.

Exploring Food with Young Children. G. Hockenberg. Food and Nutrition Management, Dept. of Education, Tallahassee, Florida 32034. 1977. $.42.

A guide for preschool and early elementary classroom teachers to integrate nutrition into the existing curriculum. The recipe-like format includes objectives for skill development and formation of good nutritional habits. There is a parent-involvement section. Includes listings of visuals, films, and filmstrips.

Nutrition in a Changing World: Early Childhood. E. S. Marbach, M. Plass, L. Hsu. Pennsylvania State University, College of Education and Human Development. Available from the Nutrition Foundation, Office of Education and Public Affairs, 888 Seventeenth St., NW, Washington, DC 20006. 1978. $9.

Twenty-nine units of nutrition objectives, each having rationale, prerequisites, assessments, many activities, post assessments, and resources.

Nutrition Consumer Education for Young Children. K. Musgrave and S. Oliver. Maine State Dept. of Educational Services, Augusta.

A teacher's guide to nutrition education for youngsters. Oriented toward nutrients, and the "basic four group," it provides some good resources and activities. Also includes general teacher information and integrated learning ideas.

Little Ideas. National Dairy Council, 6300 North River Road, Rosemont, Ill. 60018. 1973. $6.

An illustrated, color, flash-card kit of foods. Excellent guide to step-by-step identification of foods that begins with simple activities and moves to complex ones. Has numerous possibilities.

A Teacher's Guide to: Learning Nutrition Through Discovery, K-6. B. Fry, and J. Swanson. Media Services Printing, B-10 Martha Van Rensselaer Hall, Cornell University, Ithaca, N.Y. 14853. 1972. $1.75.

Provides a color-coded guide for different age levels that features various enjoyable food-related activities and recipes that require student involvement. Includes explanations and references for the instructor.

Humpty Dumpty Was An Egg. J. Ikeda and L. Garcia. Division of Agricultural Sciences University of California Publication 4082. 1977. $1.00.

Well-planned lessons for teaching about foods and nutrition. Includes sections on what and how to teach, resources for teacher and child. Nutritious and delicious snack cycle menu and some recipes. Also has a section on how to involve parents.

Early Childhood—Consumer Education. Consumers Union of U.S. Inc., Educational Services Division, Mount Vernon, NY 10550. 1973.

Features case studies of parent and classroom programs that review forces that influence developing consumer behavior and value and attitude formation. Illustrated ways to provide consumer lessons to children in home and classroom.

Cooking and Eating With Children: A Way To Learn—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. 1974. $2.25 plus $.25 handling.

Includes child-tested recipes and snack suggestions plus techniques for learning and ideas for various times of the year. For use in school and home.

Nutrition: Better Eating for a Head Start. Head Start Bureau of Administration for Children, Office of Human Development Services, Washington, DC 20013. December 1976.

Provides a brief overview of the importance of food and feeding. It includes sections on meal planning, serving size, appetite, emotional factors connected with food and eating, and safety and sanitation measures.

Nutrition Education for Young Children. 3F Department of Health, Education and Welfare, P.O. Box 1182, Washington, D.C. 20013. 1976.

A guide for teachers and aids in teaching nutrition. Provides helpful psychological tips to provoke child's interest and to understand the child. Includes discussion ideas and lesson planning, games, projects, and fieldtrips.

Nutrition education: Food preparers

Simplified Recipes for Day Care Centers. Cahners Publishing Co., Inc., 89 Franklin St., Boston, MA 02110. $12.95.

Guide on the preparation of food for Day Care Centers. Contains recipes for soups, main dishes, vegetables, fruits, desserts, bread, and cereal.

Menu Planning for Child Care Programs. D. D. Treadwell. Visual Communications, 412 Roberts Hall, Cornell University, Ithaca, NY 14853. 1973. Two sets of thirty-six 35 mm. color slides for simultaneous presentation with 2 projectors, with script. $21.50 for slides and script.

Slides are intended for cooks and directors of child care programs and nutrition consultants. The how-to-do-it approach to menu planning is well carried out.

Audiovisuals: Parent education

Children Can Cook. Bank Street Bookstore, 610 W. 112st, New York, NY 10025. 1973. Filmstrip, color, 20 minutes, 33-1/3 rpm record with manual or automatic signal. $22.

Excellent filmstrip showing the integration of food awareness and cooking with the educational program of preschool children. Recommended for teacher training and parents of preschool children.

Jenny is a Good Thing. Modern Talking Picture Service, Inc., 2323 New Hyde Park Road, New Hyde Park, NY 11140. Or local FDA office. 1969. 16mm. color, sound, 18 min. Free rental. Available for purchase from Cine

Magnetics, Film Laboratories, 650 Halstead Ave., Mamaroneck, NY 10543. $50 plus shipping charges.
The film was made at four Head Start Centers. It shows the children preparing food; learning new concepts of size, shape, texture, new words, and colors, through food. Intended for discussion groups with parents.

Parents, Kids, and Vegetables. Visual Aids, Cooperative Extension Service, 246 Animal Science, University of California, Davis, CA 95616. 1975. 53—33mm. color slides, cassette, 15 pp. script. $24.
A color-slide set approaches the problem of incorporating vegetables into a child's diet. It offers solutions in a clear, organized way. General information on developing good food habits is also presented. Recommended for use with parents.

Food From a Child's Viewpoint. 45 slides and cassette tape. Colorado State University, Extension Specialist, Nutrition, Fort Collins, Colorado 80523. Undated. $18.50.
Slides 1-32 discuss decreasing appetites, finger foods, serving sizes, and involving children in food activities. Slides 33-45 discuss the basic four food groups.

Helping Your Child Grow. 1-3 years. 33 slide-script set. University of Wisconsin-Extension, 235 Home Economics Building, Madison, Wisconsin 53706. 1975. $10.
The first slides discuss some of the developmental aspects of this age group; then the basic four food plan is introduced. Serving sizes, snacks, and menu ideas are discussed.

Helping Your Child Grow. 3-5 years. 33 slide-script set. University of Wisconsin and Bureau of Audio Visual Instruction, Madison, WI 53706. 1975. $10.
An excellent slide set that discusses developmental stages, nutritional needs and the development of food habits.

How Children Learn About Food. M. Washbon and R. Klippstein. Available in two formats: (1) 20 color slides with illustrated discussion guide, spiral bound, 20 pp., $9.25 per set, additional guides $1 each or (2) 20 color flash cards, 11" x 8-1/2", discussion guide on back of each card, Media Services, Cornell University, Ithaca, NY 14853. 1972. $3 set.

Development of a positive inquisitive attitude in the child toward food should be cultivated by concentrating on the emotional meaning of food.

Feeding Your Young Children. 60 frames, 35mm. filmstrip in color. Viewing time about 13 minutes. National Dairy Council, 6300 North River Road, Rosemont, Illinois 60018. 1969. $3.

A guide parents might follow for feeding the preschool child, (2-6) years. It includes practical suggestions on what to feed the preschool child and what to expect in the young child so that mealtime will be a pleasant experience for all.

Feeding the Young Child. C. Dunkly, A. Calhoun. Division of Instructional Media Services, Room 2360, Medical Sciences Building, University of Toronto, Toronto, Ontario. M44 1A8, Canada. 1974. 3/4" videocassette, color, sound, 19-1/2 minutes. Purchase $100; preview/rental for two weeks, $20 (rental applicable to purchase price).

Infant feeding, principles of feeding preschool children, and discussion of factors influencing food habits of young children are the main focuses of this videotape presentation. Parent groups would benefit from this information. May be some confusion with Canada's five food groups.

Butterick Child Care Series. Butterick Publishing Co., 161 Sixth Avenue, New York, NY 10013. 1977. 4 units: prenatal, infant, toddlers, preschoolers, each including four filmstrips average 70 frames of audiocassette or 33-1/3 rpm record (automatic and manual signals), teachers guide, 32-38 pp. 12 spirit masters; each unit $85; $275 complete set.

Discusses parenting skills in the areas of emotional, physical, and environmental needs, including nutrition. Suitable for use in consumer education and parenting classes at high school and adult levels.

Pamphlets: Parent education

Food Before Six. National Dairy Council, 6300 North River Road, Rosemont, Illinois. 60018. 1975. $10.
A guide for parents on feeding young children.

Meal Planning for Young Children. General Mills Nutrition Service. General Mills, Inc., Department 505, P.O. Box 1112, Minneapolis, Minnesota 55440. 1978. $.35.
Good sections on philosophy of child feeding.

The Pre-School Years. I. Black and N. Ridenour. New York State Department of Health. Bureau of Maternal and Child Health, Albany, NY 12234. 1974.
This is a comprehensive pamphlet on every aspect of a preschooler's development. There is one section on food choices for two to six year olds.

Calories. J. Randell.
Eating Right. J. Randell.
Snacks: Delicious and Nutritious. J. Randell.
Food For Thought: Your Young Child's Food Habits. J. Randell. Cornell University, Division of Nutritional Sciences, B-10 Martha Van Rensselaer Hall, NYS College of Human Ecology, Ithaca, NY 14853. October 1978. $1.75 for 25.
Each pamphlet presents the information in a simple, straightforward manner for adults with limited reading skills. These four pamphlets provide the basic nutrition information needed by parents of preschoolers.

Foods for Growing Boys & Girls. Department of Home Economics Services, Kellogg Company, Battlecreek, Michigan 49016.
Daily food guide for good nutrition. Ages 4-12 years included. Excellent resource for parents.

Snacks. Metropolitan Agents. Cooperative Extension. New York City Programs. 111 Broadway, New York, NY 10006.
Snacks. When you are tired, hungry, thirsty, in a crowd, or all alone. This kit has recipes that are fun to make, tasty, low cost, and nutritious.

Tots At The Table. Nutrition Department. National Live Stock and Meat Board. 36 South Wabash Avenue, Chicago, Illinois 60603.
A food guide for use by parents with children from one to five years.

Vitamins and Your Health and **Vitamins in Your Growing Years.** Vitamin Information Bureau Inc., 575 Lexington Avenue, New York, NY 10022. No charge.

Reveals the importance of vitamins in promoting growth and maintaining health in children and adults.

Watching Your Child's Health. Metropolitan Life Insurance Company, One Madison Avenue, New York, NY 10010. 1969.

This pamphlet gives you ideas on what to do as well as where to go for help in keeping track of your child's health.

Your Children's Health Day by Day. National Dairy Council, 6300 North River Road, Rosemont, Illinois 60018. $.10. Available in Spanish.

A helpful guide to maintaining a child's good health. It includes many pictures and a food guide.

Nutrition-related references for teachers

Nutrition for the Growing Years. M. McWilliams. John Wiley & Sons, NY. 1975. $13.50.

Good resource for nutritionist, teacher, or motivated parent. The book discusses basic nutrition, specific nutrition needs during pregnancy and infancy-through-adolescence.

Nutritional Disorders of Children: Prevention Screening and Follow Up. USHEW Public Health Service DHEW (HSA) 76-5612, Superintendent of Documents, U.S. Government Printing Office, Washington, DC. 1978. $1.55.

Resources containing questionnaire, tables to interpret anthropometric and biochemical data, and information on the common disorders (obesity, atherosclerosis, dental cavities, iron-deficiency anemia).

Nutrition Source Book. National Dairy Council, 6300 North River Road, Rosemont, Illinois 60018, 1978. $1.25.

This 40-page booklet is an excellent resource on nutrition, the role of nutrients, and application of this knowledge.

Nutrition in Infancy and Childhood. P. L. Pipes. C. V. Mosby Company, St. Louis, Missouri. 1977. $8.95.

Good resource book for nutritionists or health teachers. Sections on the development of food patterns in young children, special dietary concerns during childhood, and nutrition and feeding of children with developmental delays.

Roberts Nutrition Work With Children. 4th ed. by E. Martin and V. A. Beal. The University of Chicago Press, Chicago and London. 1978. $16.

The purpose of this book is to interpret present knowledge of nutrition in terms of principles and procedures for attaining better nutritional health for children—better as it relates to physical, mental, social, and emotional development.

A Source Book on Food Practices: With Emphasis on Children and Adolescents. National Dairy Council, 6300 North River Road, Rosemont, Illinois 60018. 1968. $.45.

Food habits, their development, and influencing factors are discussed with a focus on prevention of overweight by establishing proper eating habits.

How Children Grow. Clinical Research Advances in Human Growth and Development. General Clinical Research Centers Branch, Division of Research Resources, National Institutes of Health, Bethesda, Maryland 20014. 1972. ($1 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC. 20402)

Information on nutrition and its effect during intrauterine life, childhood, and adolescence. Effects of emotion, hormones, illness, obesity, and early and later puberty throughout these years of growth and development.

Nutrition Labeling: How It Can Work for You. National Nutrition Consortium, Inc., with Ronald Deutsch, 9650 Rockville Pike, Bethesda, Maryland 20014. 1975. (Bulk rates: 1-9 copies $2.00; 10-49 copies $1.75 ea., 50-99 copies $1.50 ea., 100-999 copies $1.25 ea., 1000 or more $1.00 ea.).

A booklet intended for anyone involved in communicating the meaning of the information on nutrition labels. It provides a sound basis for

improved menu planning and dietary patterns as well as general nutrition education. Illustrated with charts, tables, and drawings that make it easy to read and understand.

Diet for a Small Planet. F. M. Lappi. Ballantine Books, New York. 1975. $1.95.

Excellent book showing a way of eating that makes the most of the earth's capacity to supply protein. It contains numerous high-protein, meatless cooking recipes.

Recommended Dietary Allowances—9th ed. National Academy of Sciences, Washington, DC. 1979.

Explains the functions of and the needs for nutrients in our bodies. Sections on water balance, energy requirements, nutrient requirements for special conditions (pregnancy, climate), chart listing the recommended daily allowances.

Feeding the Handicapped Child. M. A. Smith, Ed. University of Tennessee, Memphis, Tenn. 38105. $3.50.

An excellent manual providing practical information required to feed handicapped children.

Sources of nutrition education materials

American Dental Association
211 East Chicago Ave.
Chicago, IL 60611

American Dietetic Association
430 N. Michigan Ave.
Chicago, IL 60611

American Dry Milk Institute, Inc.
130 N. Franklin St.
Chicago, IL 60606

American Heart Association
44 E. 23rd St.
New York, NY 10010

American Institute of Banking
400 East Ontario St.
Chicago, IL 60611

American Medical Association
535 N. Dearborn St.
Chicago, IL 60610

American Potato Company
555 California St.
San Francisco, CA 94104

American School Food Service Assoc.
4101 E. Iliff Ave.
Denver, Colorado 80210

American Sheep Producers Council
Department C.O.
200 Clayton St.
Denver, Colorado 80206

American Spice Trade Assoc., Inc.
580 Sylvan Ave.
P.O. Box 1267
Englewood Cliffs, NJ 07632

Appleton-Century-Crofts Educational Div.
Meredith Corporation
440 Park Ave. South
New York, NY 10016

The Banana Bunch
551 5th Ave.
New York, NY 10017

Borden's Farm Products
110 Hudson St.
New York, NY

Cabana Bananas
3345 Wilshire Boulevard
Suite 909
Los Angeles, CA 90010

California Hawaiian Sugar Co.
1 California
San Francisco, CA 94106

California Prune Advisory Board
World Trade Center
San Francisco, CA 94111

California Raisin Advisory Board
P.O. Box 5335
Fresno, CA 93755

California Strawberry Advisory Board
P.O. Box 269
Watsonville, CA 95072

Cereal Institute
135 S. LaSalle St.
Chicago, IL 60603

Chiquita Brands
Consumer Services
Prudential Center
Boston, Massachusetts 02199

Cling Peach Advisory Board
One California Street
San Francisco, CA 94111

Continental Baking Company
Home Economics Department
P.O. Box 731
Rye, N.Y.

Del Monte Kitchens
Del Monte Corporation
215 Fremont Street
San Francisco, CA 94119

Florida Citrus, Dept. of
P.O. Box 148
Lakeland, FL 33802

Food and Drug Administration
200 C Street, S.W.
Washington, D.C. 20204

Food and Nutrition Information and Educational Materials Center
National Agricultural Library
Building, Room 304
Beltsville, Maryland 20705

General Mills, Inc.
9200 Wayzata Boulevard
Minneapolis, Minn. 55440

Green Giant Co.
Home Services Department
5601 Green Valley Drive
Minneapolis, Minn. 55437

H. J. Heinz Co.
P.O. Box 57
Pittsburgh, PA 15230

Kansas Wheat Commission
1021 North Main Street
Hutchinson, KS 67501

Kellogg Co.
Dept. of Home Economic Services
Battle Creek, MI 49016

Kraft Foods
500 Peshtigo Court
Chicago, IL 60690

Metropolitan Life Insurance Co.
Health and Welfare Division
One Madison Avenue
New York, N.Y. 10010

National Dairy Council
6300 N. River Road
Rosemont, IL 60018

The National Foundation
March of Dimes
1275 Mamaroneck Avenue
White Plains, NY 10605

National Macaroni Institute
P.O. Box 336
Palatine, IL 60067

National Peanut Council
Communications Division
111 East Wacker Drive, Suite 600
Chicago, IL 60601

Nutrition Foundation, Inc.[1]
888 Seventeenth Street, N.W.
Washington, D.C. 20006

Public Affairs Pamphlets
281 Park Avenue South
New York, N.Y. 10016

Quaker Oats Company
Consumer Services
Merchandise Mart Plaza
Chicago, IL 60654

Society for Nutrition Education[2]
2140 Shattuck Avenue
Suite 1110
Berkeley, CA 94704

Tupperware Home Parties
Educational Services Program
Orlando, FL 32802

U. S. Dept. of Agriculture
Office of Communications
Washington, D.C. 20250

United Fresh Fruit and Vegetable Assn.
777 14th Street, N.W.
Washington, D.C. 20005

United Fruit Company
P.O. Box 227
Prudential Center
Boston, MA 02199

[1]Index of Nutrition Education Materials
[2]Preschool Nutrition Monograph

U.S. Government Printing Office
The Superintendent of Documents
Washington, D.C. 20402

Vitamin Inc.
401 N. Michigan Avenue
Chicago, IL 60611

Vitamin Information Bureau, Inc.
383 Madison Avenue
New York, NY 10017

Washington State Apple Commission
511 Second Avenue West
Seattle, Washington 98119

Western Growers Association
3091 Wilshire Boulevard
Los Angeles, CA 90005

Wheat Flour Institute
114 East Jackson Boulevard
Chicago, IL 60604

Supplies for nutrition education

The educational materials listed below were taken from the recent catalogue put out by the ABC School Supply Inc. Teachers of preschoolers and elementary school children may be interested in getting a copy of this resource. The catalogue is available from 437 Armour Circle, Atlanta, Georgia 30324. (404) 874-2281.

Supplies relating to food, nutrition, and health were selected from the catalogue and are listed below under subject headings. Information is organized as follows: the name of the item and its brand name (if there is one), followed by any descriptive information, the catalogue number, and the price.

It is not necessary to purchase the special supplies to do a nutrition education program. Parents can donate used kitchen equipment; model kitchens can be made out of cardboard boxes; and many other teaching tools can be created simply and inexpensively.

Home play

1. **Kitchen furniture, "Georgian"**
   Birch plywood, heavy duty hardware, interlocking joints.
   a. Refrigerator—chrome handles, 38" x 19" x 12", natural—no. 005-906, or white finish—no. 001-250. $39.95
   b. Sink—pan lifts out, 24" x 24" x 12", natural finish—no. 006-059, or white finish—no. 001-358. $39.95
   c. Stove—burners and grill silk-screened on top, chrome handles on oven doors, plastic control knobs, oven shelf slides out, 24" x 24" x 12", natural finish—no. 005-951, or white finish—no. 001-303. $39.95
   d. Hutch cupboard—chrome door handles, 38" x 19" x 12", natural finish—no. 006-004, or white finish—no. 001-205. $39.95
   e. Complete kitchen—natural finish—no. 005-853 or white finish—no. 001-401. $155.00
2. **Economy Kitchen—Cover, "Atlantan"**
   Same construction as "Georgian."
   a. Stove—plastic knobs, 24" 18" x 12", natural—no. 005-657, $31.50

b. Sink—plastic tray, 24" x 18" x 12", natural—no. 005-755. $31.50
c. Hutch—plastic tray, 24" x 18" x 12", natural—no. 005-700. $30.50
d. Complete set—no. 005-808. $83.95

3. Kitchen sink/oven, "Combo"
Two in one unit, waterproof top, take-out water tray, simulated faucet, storage area, 29" x 23" x 12", no. 478-450. $49.50

4. Built-In Kitchen
Refrigerator/freezer, sink with one-gallon basin, stove with four silk-screened burners, plastic control knobs, oven, cabinets with sliding doors, no. 007-502. $129.95.

5. Classic Mini Kitchen, "Creative Playthings"
Heavy-duty wood, plastic knobs on stove, two silk-screened burners, oven, plastic sink, cabinet, 30" x 14" x 26", no. 478-450. $49.95

6. Three piece kitchen set
Polyethylene, range with microwave, sink, refrigerator, no. 231-247. $115.00
a. Range only, no. 231-244. $40.00
b. Refrigerator, no. 231-245. $45.00
c. Sink only, no. 231-246. $35.00

Cookware

1. Aluminum cookware set
Heavy aluminum, plastic handles, safety edges.
a. 4-cup teapot, covered pot, saucepan, ladle, collander, frying pan, no. 017-555. $14.95
b. 12 pieces—5 saucepans, 2 lids, frying pan, 3 bowls, no. 511-752. $4.50

2. Steel cook set
12 pieces—frying pan, sauce pan, pot, 2 lids, mixing bowls, 6 utensils, no. 023-806. $7.50

3. Kitchen tools
a. 10 pieces—2 whisks, 4 measuring scoops, grater, egg beater, wooden spoon and spatula, no. 389-485. $4.95
b. Wooden utensils, 5 pieces—spoon, spatula, fork, turner, board, no. 888-961. $2.00

c. Rolling pin, no. 619-940. $2.00
d. Toy utensil set, 3 metal utensils with plastic handles—egg beater, meat grinder, 7-1/2" long, no. 513-554. $1.75
e. Chef's kitchen utensil set—metal spatula, potato masher, whisk, cook spoon, slotted spoon, ladle, no. 888-971. $4.95
f. Aluminum flatware, 6 piece settings, no. 478-405. $3.75
g. Flatware, "Creative Playthings"—4 place settings with storage tray, life-size, no. 478-405. $3.95

4. **Pots and pans, "Creative Playthings"**
Heavy gauge aluminum, 7 pieces—teapot with lid, deep kettle with lid, ladle, saucepan, frying pan, no. 017-555. $15.50

Supermarket set

1. **Store of 3-color corrugated board,** 60" high, 36-1/2" wide, 20" deep, miniature grocery packages, money drawer, windows, signs, toy money, play telephone, no. 510-600. $8.95

Flannel boards

1. **"Instructor/McGraw Hill"**
a. Nutrition—basic four food charts with 21 food cutouts, no. 073-903. $5.95
b. Balanced meals—place setting flannel board with food cutouts, no. 073-958. $6.95
c. Plant growth—used to show growth of a plant, each part of plant growth is a separate piece (seeds, root, stem, etc.) labels included, no. 073-501. $4.95
d. Plants and food—shows which of the common fruits and vegetables we eat are roots, stems, leaves, fruit, etc., no. 073-556. $6.95
e. Farm animals and babies—large, accurate cutouts of common farm animals and babies, no. 071-601. $4.95

Poster cards

1. **Postercards, "Milton Bradley"**
   Colored illustrations of vegetables and fruits and the plants on which they grow, labeled on 11-1/4" x 14" cards. $5.25

Story boards

1. **Eggs to chickens**, no. 416-106. $2.65
2. **Johnny growing**, no. 416-151. $2.65
3. **From seed to pumpkin**, no. 409-301. $2.65
4. **At the supermarket**, no. 421-555. $3.90
5. **Story of milk**, no. 421-500. $3.90

Toy farm

1. **Farmer Alfalfa's farm, "Playskool"**
   Vegetable cards, barn, trees, 3 plastic figures, truck, trailer, no. 435-953. $15.00
2. **Play family farm, "Fisher-Price"**
   Barn, silo, 4-member family, horse, cow, lamb, pig, hen, rooster, tractor, cart, trough, fence, no. 516-604. $19.95

Animals

1. **Farm animals**
   10 pieces, wood, no. 431-901. $5.95
2. **Farm animals**
   12 animals, 100 pieces, 1–1-1/2" high, plastic, no. 023-003. $5.95
3. **Wood farm animal dominoes**
   28 wood plaques, 1-1/8" x 2-1/4", no. 271-716. $2.95

Plastic fruits and vegetables

1. **Fruits**
   10 pieces with accurate details and colors, no. 023-156. $3.75
2. **Vegetables**
   10 pieces, life-sized with accurate details and colors, no. 023-156. $3.75

Crossword puzzles

1. **Foods**
   Breakfast, lunch, dinner, including desserts, meats, vegetables, fruits, snacks, no. 102-702. $2.95
2. **Health**
   Mental health, cleanliness, and safety, including foot, eyes, ears, teeth, clothing, no. 103-079. $2.95

Puzzles

1. **Beginner Inlay Puzzles, "Judy"**
   Ages 1-1/2–3 years
   a. Fruits, 5 pieces, no. 581-613. $3.30
   b. Vegetables, 5 pieces, no. 581-668. $3.30
   c. Farm animals, 5 pieces, no. 582-015. $3.30
2. **Occupation puzzles, "Judy"**
   Ages 4-6
   a. Grocery cashier, 11 pieces, no. 407-170. $3.30
   b. Farmer, 11 pieces, no. 417-409. $3.30
   c. Dentist, 11 pieces, no. 417-800. $3.30
   d. Doctor, 16 pieces, no. 417-105. $3.30
3. **New knobbed, inlay puzzles for beginner, "Judy"**
   a. Fruits, 5 pieces, no. 409-009. $4.95
   b. Vegetables, 5 pieces, no. 409-010. $4.95
   c. Farm animals, 5 pieces, no. 409-017. $4.95
4. **Eye-hand coordination puzzles, "Judy"**
   Ages 2-5
   a. Farm, no. 527-562. $6.50
   b. Farm scenes, no. 527-566. $6.50
5. **Advanced inlay puzzles, "Judy"**
   Ages 2-5
   a. Farm, 58 pieces, no. 423-054. $4.00
   b. Supermarket, 51 pieces, no. 423-152. $4.00

Books

1. **"Where everyday things come from"**
   96 pages no. 427-032. $4.95
2. **Seed sprouting kit, "Ideal"**
   3 packages with organically grown seeds, no. 383-759. $2.50

Resource handbooks

1. **Activities that teach health**
   60 activities, no. 173-680. $2.45

Teaching pictures

1. **Health and cleanliness, by David C. Cook**
   Grades K-3, learn and practice proper habits for good health and hygiene. 12 color pictures, 12 resource sheets, no. 468-504. $3.75
   a. Take home set
      Miniature pictures, set serves 5 children, no. 459-718. $2.50
2. **A trip to the farm, by David C. Cook**
   Farm life, animals, buildings, equipment, 12 four-color pictures, 10-3/4" x 13-3/4", 12 resource sheets, no. 458-602. $3.75
3. **Food & nutrition, by David C. Cook**
   Grades K-3, foods needed for basic health, growth and energy, 12 pictures, 10-3/4" x 13-3/4", 12 resource sheets, no. 468-602. $3.75
   a. Take home set, 5 miniature picture cards, 5" x 6-3/8", no. 469-727. $2.50

Bulletin board cutouts

1. **Key nutrients**
   8 clever nutrient characters with one reason each is important to the body, 15" high, no. 579-608. $3.50
2. **Health hints**
   Six 28" children with English or Spanish captions, no. 578-208. $3.50
3. **More health hints**
   Six 27" children with English or Spanish captions, no. 578-869. $3.50
4. **Dental health**
   Creative cutouts to stimulate interest in dental health, cutouts of dentist's office and equipment, figures up to 27" high, no. 578-020. $3.50
5. **How plants grow**
   Instructive and artistic diagrams, figures up to 27" high, no. 578-921. $3.50

Posters

1. **Health posters, "Hayes Visual Aids"**
   Set 1, primary, everyday health rules, lesson text included, no. 204-406. $1.00
2. **Primary health posters, "Hayes Visual Aids"**
   Set 3, lessons of good health, lesson text included, no. 204-950. $1.00

Sound filmstrips

1. **And This Little Bottle Went to the Market**
   How milk travels from farm to supermarket; filmstrip, cassette, guide included, no. 463-687. $13.50
2. **Catch a Commercial**
   About persuasion and false advertising in TV commercials with "Telly" the TV; filmstrip, cassette, guide included. $13.50
3. **Dental Health Stories**
   Grades K-3, why teeth decay, why cleaning is important, nutrition;
   no. 455-853, includes 2 LP's, 2 colorstrips. $27.00
   no. 455-803, includes 2 cassettes, 2 colorstrips. $29.00
4. **A Visit to the Doctor**
   K-3, doctor's office, physical examination.
   no. 449-919 includes 2 LP's, 2 color strips. $27.00
   no. 449-928 includes 2 cassettes, 2 colorstrips. $29.00
5. **Nutrition for Little Children**
   K-3, good food means good health; no. 449-937 includes 1 colorstrip, record, guide. $14.50
6. **Feeling Fine**
   Pre-K-3, the human body
   a. Anatomy, 1 filmstrip, cassette, no. 463-707. $13.50
   b. Medical care, 1 filmstrip, cassette, no. 463-708. $13.50
   c. Nutrition, 1 filmstrip, cassette, no. 463-709. $13.50
   d. Cleanliness, 1 filmstrip, cassette, no. 463-710. $13.50
   e. Feelings, 1 filmstrip, cassette, no. 463-711. $13.50
   f. Complete set, no. 463-706. $65.00

Miscellaneous

Action for Children's Television (ACT). Pamphlet, 46 Austin St., Newtonville, Mass. 02160.

ACT is an organization working to improve broadcasting practices related to children. The pamphlet provides a means to get involved with this organization.

Smashed Potatoes: A Kid's Eye View of the Kitchen. Jane G. Martel. Houghton Mifflin Co., Boston, MA. 1974. $2.95.

Gives children's versions of their favorite dishes such as "Basketti," "A Whole Turkey," and "Banilla cake."

Mini-Gardens for Vegetables. Home and Garden Bulletin No. 163, U.S. Dept. of Agriculture. 1970. $.15.

This brochure provides instructions on soil preparation, seeds, planting. Contains selection, plant case to grow vegetables in "mini-gardens."

Growing Up Green: Parents and Children Gardening Together. Alice Skelsey and Gloria Muckaley. Workman Pub. Co., N.Y. 1973. $4.95.

Basic book on indoor and outdoor gardening, working with seeds, growing food and plants and exploring nature.

Indoor-Outdoor Gardening Book. Cynthia and Alvin Kophler. Grosset and Dunlap Inc. (Wonder Books), New York. 1969.

Gardening in Containers—A Handbook. Brooklyn Botanical Gardens, Brooklyn, NY.

Free and Inexpensive Materials for Preschool and Early Childhood. Robert Monnahan (ed.), Fearon Publishers, Inc., Belmont, CA. 1977. $3.

A useful resource that contains listings on the following sections: dental health, health, nutrition, parent education, foods, and recipes.

Appendix
Planning tool

1. **Learning Experience:**

2. **Skills and learning that may be promoted by this experience:**

3. **Individuals and/or groups of children who may be involved:**

4. **Adults or resource people to be involved:**

5. **Teaching procedure(s) to be followed:** (for example, reading, recording, observing, experimenting, discussing, constructing, dramatizing)

6. **Equipment to be used:** (tape recorder, slide projector, typewriter, camera, record player, television)

7. **Materials to be available to the children:** (for example, expressive and manipulative materials, newspapers, magazines, books, filmstrips, films, records, tapes, slides, photographs, maps, posters)

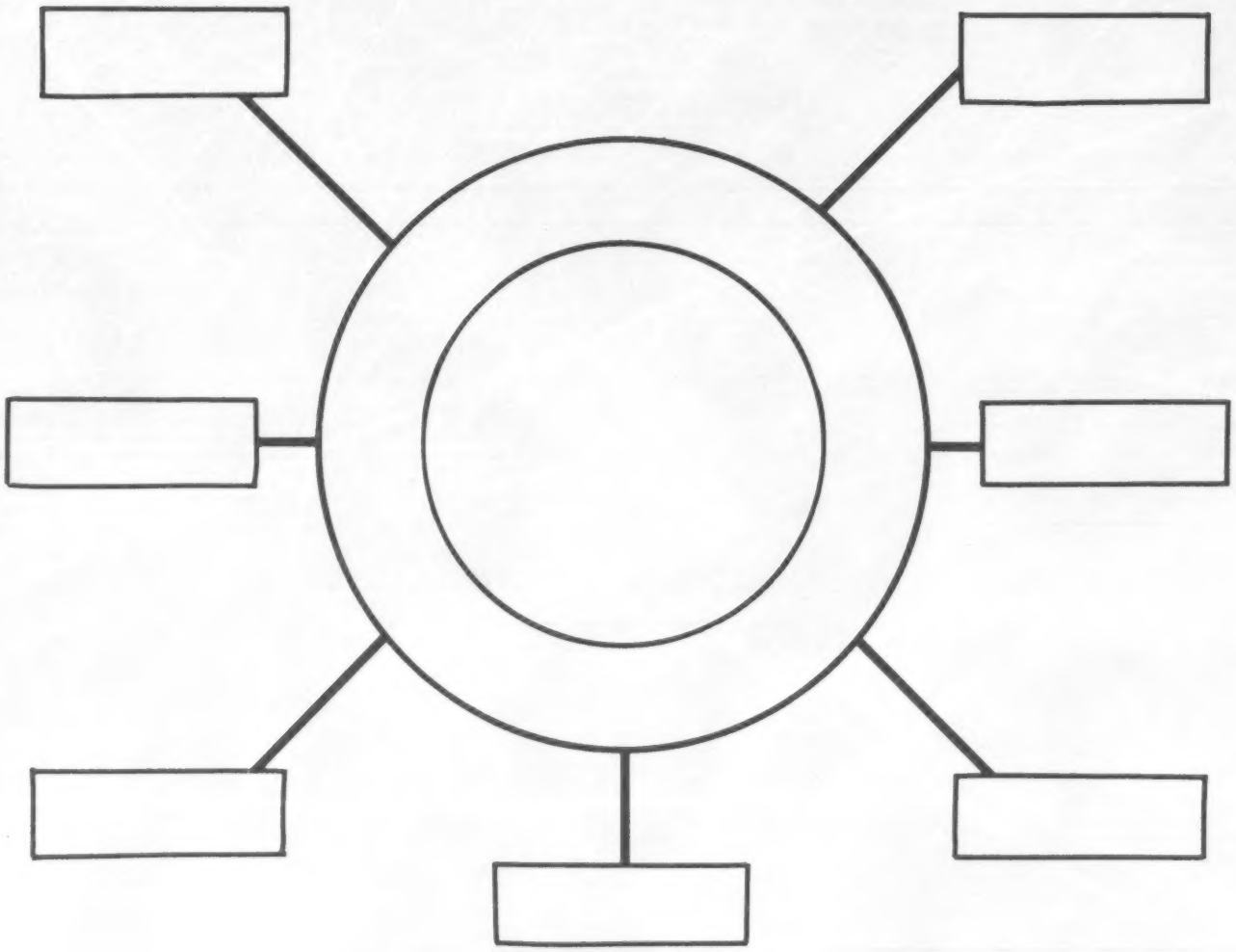
8. **Learning area(s) to be used to facilitate learning experience:**

9. **Possible idea for follow-up or expansion:**

10. **Potential problems:**

11. **Other notes/considerations:**

Child-centered planning chart



Television questionnaire

Last week how many hours did you watch television? _____

How many hours did your preschool child watch television? _____

During what hour(s) do you always watch television? _____

_____

During what hours does your preschooler always watch television? _____

_____

What types of programs do you usually watch? _____

News _____ Specials _____ Movies _____ Musicals _____

Soap Operas _____ Programs _____

What programs does your child watch? _____

Educational _____ Cartoons _____ Adventure _____

What everyone else is watching? _____

With whom do you usually watch television? _____

With whom does your child usually watch television? _____

What do you prefer doing? Watching TV, reading, other hobbies, sports? _____

_____

Would you like to decrease the number of hours you watch television each week? _____

Would you like your child to decrease the number of hours he/she watches TV? _____

Low-sugar breakfast cereals

Less than 1 teaspoon of sugar per serving in increasing order

Shredded Wheat (Large biscuit)
Shredded Wheat (Spoon size)
Cheerios
Puffed Rice
Uncle Sam Cereal
Wheat Chex
Grape Nut Flakes
Puffed Wheat
Alpen
Post Toasties
Product 19
Corn Total
Special K
Wheaties
Corn Flakes (Kroger)
Peanut Butter
Grape Nuts
Corn Flakes (Food Club)
Crispy Rice
Corn Chex
Corn Flakes (Kellogg)
Total
Rice Chex
Crisp Rice
Concentrate
Rice Krispies (Kellogg)
Heartland with raisins
Buck Wheat
Life

Less than 2 teaspoons of sugar per serving, but more than 1 teaspoon in increasing order

Granola with dates
Granola with raisins
Sugar Frosted Corn Flakes
40% Bran Flakes
Team
Granola
100% Bran
Granola with almonds
Fortified Oat Flakes
Heartland

Hints about growing plants indoors

1) Start a pea plant in February and by the end of the school year the plant will have produced peas in a pod.
2) Radishes grow very quickly. In three to four weeks they are ready to eat.
3) Plant dry beans or peas. Soak them first and then plant them in soil or on wet cotton in a plastic cup or container.
4) Spread seed (cress or mustard seed) on a wet towel or sponge. Water when dry. Snip and eat when an inch or taller.
5) Grow herbs (basil, chives, savory, dill, parsley, thyme), smell, taste, use in cooking.
6) A container can be a plastic bucket, tin can, milk carton, jar, plastic cup, a dish tub, a plastic bag, a waste paper basket, etc.
7) Potting soil is readily available and is least costly when bought in a large amount.
8) General rules:
   - Make sure there is drainage in the bottom of the container: use stones or a pot with a hole and place a saucer underneath the container.
   - don't overwater.
   - don't put too close to heat or drafts.
   - keep turning plant so it doesn't grow toward the light.
9) See Miscellaneous Reference List for suggested books on growing plants.

Additional activities

The food cards offer endless possibilities for activities—

Will Munch eat the food?

Musical Food Cards—pass the cards, whoever has the bad food is out.

Displays

Food Bingo or Tic Tac Toe

Cue Card

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Cooperative Extension, New York State College of Agriculture and Life Sciences, New York State College of Human Ecology and the New York State College of Veterinary Medicine, Cornell University and the U.S. Department of Agriculture, cooperating. In furtherance of Acts of Congress May 8 and June 30, 1914 and providing equal opportunities in employment and programs. Lucinda A. Noble, Director of Cooperative Extension, Ithaca, New York 14853.

Available from: Mailing Room 7
Research Park
Cornell University
Ithaca, NY 14853

early childhood nutrition program

September 1979